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ABSTRACT

Presented is Volume I of an educational evaluation and planning package designed in accordance with Massachusetts! special education laws. The package is designed to assist the Core Evaluation Team process, a multidisciplinary approach to educational assessment and development of individual education plans. The quide focuses on three skill areas: activities of daily living, motor development, and early language development. Each of the skill areas is divided into three components: a screening device; performance statements (a developmental list of specific skills to be assessed by the evaluator); and a next step chart (designed to provide a gross arrangement of skills to facilitate choices of next step tasks as required for education plan development. (LS)

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educational evaluation and planning package

ACTIVITIES OF DAILY LIVING MOTOR DEVELOPMENT **EARLY LANGUAGE DEVELOPMENT**

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EDUCATIONAL EVALUATION AND PLANNING PACKAGE

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February, 1976

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ROBERT H. AUDETTE, PH.D.
Associate Commissioner
Division of Special Education

Dear Educator:

One of the basic concepts underlying Chapter 766 is that any student who is referred for special education services should receive a comprehensive educational evaluation. The information resulting from the various assessments included in the evaluation is essential to the development of individually appropriate educational plans. Most existing assessment devices do not provide the kind of detailed assessment information necessary to develop such plans.

It is our belief that the enclosed <u>educational evaluation and planning package</u> provides an excellent tool for Core Evaluation Teams to begin to address the kind of specificity that is necessary for quality educational plans. Used appropriately it provides the Core Evaluation Team with the required detail information necessary for both specifying the skills of the individual student, as well as identifying the appropriate objectives which should be attained during the school year.

While this effort does not represent in any way a final answer, I believe that it brings the process one step closer to being meaningful in the provision of individualized instruction to all special needs students. I endorse the use of the <u>educational evaluation and planning package</u> as a replacement for the rather lengthy list of performance statements which was included in the original Core Evaluation Manual.

I hope that this and future efforts on our part will be of assistance to you in the development of appropriate educational services for all of your students.

Associate Commissioner

Division of Special Education

RHA/bk



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INTRODUCTION

Background Information on the Core Evaluation Assessment Process

An attempt to insure that meaningful educational opportunities are provided for all children with special needs, Massachusetts' comprehensive special education law, Chapter 766 (of the Acts of 1972) requires an intensive evaluation of the referred child's educational needs. Specifically the law establishes minimum standards for educational assessment procedures and placement decisions. The evaluation procedure consists of two elements: first, a series of detailed assessments to identify the child's educational needs and second, a planning process to develop a prescriptive educational plan that meets those needs.

In the belief that a multi-disciplinary approach provides the most effective means of determining individual educational needs, Chapter 766 requires that educational assessments be made by an evaluation team. The Core Evaluation Team (CET) is staffed so that it can perform all the assessments necessary to develop a comprehensive individualized educational plan. The Core Evaluation process takes into account medical, intellectual, social, emotional and educational assessments of the child's development (by including psychologists, teachers, administrators, parents and students over fourteen, etc.). To obtain essential information, a series of assessments are conducted by various CET members. Once the information has been collected, the CET then develops an individually appropriate educational plan which includes specific objectives. The entire effort is designed to shift the emphasis in educational planning from the categorical group to the individual child.

The development of educational plans with specific objectives requires that



assessment results be reported in clear, concise and complete statements. In order to ensure that assessments produce accurate statements about a child, the Massachusetts Department of Education has prescribed procedures to be followed in reporting assessment results and in developing educational plans. Those procedures resulted from a comprehensive review of the literature relating to the assessment of educational needs. The Department's recommendations include a process in which various assessors (parents, teachers, specialists, etc.) record their perceptions of a student's ability to perform specific measureable skills, i.e., puts on hat, walks down stairs one at a time, adds single digit numbers not requiring carrying, etc. To assist assessors in their observations, the Department produced the "Reference Guide to Performance Statements" (Core Evaluation Manual, 1974). The guide included checklists in the following areas: motor development, activities of daily living, expressive and receptive language, reading, quantitative reasoning, and socialization.

By using these checklists, the assessors can report the results of their assessments in terms of the checklists' performance statements. The assessment team can use the statements to determine appropriate goals and develop the specific objectives section of the educational plan. Performance terms provide a common language for communication among team members and for later analysis of the student's progress. Because of their developmental format, the checklists also assist teams in drafting plans that meet the criteria established by the Department for educational plans: that plans (a) be developmentally rational, (b) reflect parental priorities, (c) relate to the student's movement toward a less restrictive educational setting, and (d) be measurable.



Development of the Educational Evaluation and Planning Package

In September 1975, the Massachusetts Center for Program Development and Evaluation, at the request of the Massachusetts Department of Education, initiated a project designed to provide Core Evaluation Teams with an Educational Evaluation and Planning Package that would replace the performance statements section of the Core Evaluation Manual. The existing performance statements evaluation system had been in use since December 1974, and considerable experience had been gained by Core Evaluation Team (CET) personnel regarding the problems encountered in implementing the system. To take advantage of this valuable experience, the Center formed advisory committees of experienced personnel around three of the "Performance Statements" skill areas: Activities of Daily Living, Motor Development, Language Development. (Work on three additional skill areas - reading, quantitative reasoning and socialization - and additional work on language development will be completed by July 1976.)

The initial review of a year's experience by the advisory groups resulted in the following general suggestions regarding revisions:

- that a screening device was required that would allow an assessor to pinpoint specific areas needing more extensive assessment and thus reducing the time required to complete the assessment.
- 2. that revisions were necessary in the format used for each statement to provide the Coordinator of Assessments with more information about the learner's current strengths and weaknesses.
- that a device was needed that would assist the Coordinator of Assessments in determining the order in which skills should be sequenced for training.



Following the recommendations of the advisory groups, the Center developed the Educational Evaluation and Planning Package to facilitate the assessment process, to provide a format that provides more information about each statement and to assist teams in determining appropriate objectives. The package is not a "final answer", but rather a tool that evaluation team members can use during the various stages of the CET process.

How to Use the Educational Evaluation and Planning Package

Each skill area is assessed using the three components outlined above; however, the components vary in format due to each skill area's specialized nature.

Despite these differences, a similar process is used to assess all areas in that the evaluator must determine how the skill is displayed.

The CET Chairperson gives the appropriate skill area screening device, which consists of a series of questions designed to be representative of the skill cluster, to the evaluator. The evaluator completes this form and returns it to the CET chairperson, who then gives the evaluator the performance statement sections that the screening device indicates are required. The evaluator completes the performance statements assessment and returns it to the chair-person. The team then uses the information to determine appropriate instructional objectives. The next step charts are used to assist the team/teacher in determining in what order objectives should be attempted.

Despite its varied possible uses, (in referral, pre-evaluation conference, evaluation, plan development and implementation) the primary objective of the Education Evaluation and Planning Package is to assist in the evaluation and



development stages of the CET process. To accomplish these objectives, each of the skill areas is divided into three components:

- 1. Screening device: designed to expedite the use of the performance statements component.
- 2. Performance Statements: designed to be a developmental list of specific skills that could be assessed
 by the evaluator in such a way as to provide the
 team with detailed information regarding the students
 performance strengths and weaknesses. The skills are
 generally organized in developmentally related clusters.
- 3. Next step chart: designed to provide a gross arrangement of skills to facilitate choices of next step tasks as required for education plan development.
- * All materials in the Educational Evaluation Planning Package may be photocopied for distribution to members of the Core Evaluation Team.
- * A paper, "The Rational for the Educational Evaluation and Planning Package" which describes the research basis for the Package may be obtained by writing to Mr. James McCormack, Mass. Center, 10 Hall Avenue, Medford, MA 02155.



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ACTIVITIES OF DAILY LIVING

Introduction

The Activities of Daily Living section of the <u>Educational Evaluation</u> and <u>Planning Package</u> is intended to be used to assess eating, grooming, dressing, and housekeeping skills. There are three parts to this section:

- 1) ADL Screening Assessment: which is designed to expedite the use of the ADL section of the Educational Evaluation and Planning Package by providing an overview of skills listed in the package and an opportunity to determine the ADL areas which require indepth assessment.
- 2) ADL Performance Statements: which provide lists of skill statements developmentally arranged, to allow an extensive evaluation of specific ADL performance.
- 3) Next Step Charts for ADL: which provide a gross arrangement of ADL skills to facilitate choices of next step tasks and of complementary activities in each ADL area.

The chart format of each of these materials is designed to permit the evaluator to indicate descriptions of the student's performance and to facilitate cross-checking of performance by the Coordinator of Assessments.



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Screening Assessment

Each part of the screening device cooresponds to a cluster of performance statements; the underlined words in the section indicate a cluster name. The statements (1.2, 3.3, etc.) have been selected as representative of the cluster. Within each part, check "yes" if the student displays the skill at appropriate times and places and without assistance; check "no" if any aspect of the student's performance does not meet those criteria. The evaluator should complete the entire screening device.

In cases where all responses on the screening device are "yes" the screening device can serve as the complete ADL evaluation. If any section has one or more "no" responses, the chairperson should provide the evaluator with the performance statements for that section. The evaluator should complete the performance statements and return them to the chairperson.

1.0 DRESSING

	•		
SING			
1.1	Takes off indoor/outcassistance.	door	clothes appropriately and without
	yes □	no	takes off underwear
			takes off pants or dress
			takes off shirt, blouse
			takes off shoes
	· · 🖸 •		takes off coat or sweater
1.2	Puts on indoor/outdoo assistance.	or cl	othing appropriately and without
•	. 🗆		puts on underwear
•			puts on pants or dress
			puts on shirt, blouse
			puts on shoes
			puts on coat or sweater
1.3	Performs <u>fastening sk</u>	ills	appropriately and without assistance.
			zips jacket
			puts on pullover clothes
	•		



í		yes	no	,
				buttons buttons
				assembles hook and eye
				ties simple bow
			٠,	
	1.4	Performs <u>simple cl</u> assistance.	othing_ca	re skills appropriately and without
		□		folds clothes
				picks out dirty clothes
				picks out damaged clothes
		. .		makes minor repairs of clothes
	1.5	Performs selection	of cloth	ning without assistance.
				picks out matching shoes
				picks out own clothing
				picks out weather-appropriate clothing
				picks out coordinated outfits
2.0	EATING			
	2.1	Performs skills ne	ecessary t	o be <u>fed by others</u>
				drinks liquids (if fed)
	187			eats solids (if fed)
	2.2	Performs skills ne	ecessary t	o eat independently
,				drinks liquids with a spoon
				drinks from a glass
				eats with a fork
				cuts with a knife
•	2.3		_	o eat independently in public places
		appropriately and	without a	
Lay				uses salt and pepper shakers



•	•	yes	no	
				uses napkin
•		_		
				carries food tray
			,	pours hot liquids
3.0	GROOMING			
	3.1	Washes various body	parts e	ppropri at ely and without assistance.
				washes/dries hands
		. 🗆		washes/dries hair
				takes complete bath/shower
	3.2	Performs various <u>no</u> and without assista	n-washin nce.	g body care skills appropriately
				blows/wipes nose varies
		. 🗆		brushes teeth
				shaves face/legs
				cares for finger/toe nails
	3.3	Performs various to assistance.	ilet ski	lls appropriately and without
				eliminates occasionally when on toilet
		. ·		indicates need to go to toilet
				toilets self independently
.0	HOUSEKEEP	ING		
	4.1	Demonstrates skills	necessar	ry for preparation of simple meals.
		. 🗆		prepares cold food, cereal, sandwiches
			. 🗆	opens and heats canned food
				prepares cake from mix
				prepares meals
	•			



	without assistance.		
	yes	no	
			sweeps floors
	·		cleans windows/mirrors
			vacuums rugs
4.3	Performs <u>intermediate</u> appropriately and with		dvanced clothing care skills ssistance.
٠.			uses home washing machine
٠.		. 🗆	irons clothes
4.4	Performs preparing and and without assistance		ning food area skills appropriately
	. 🗆		sets table
			washes dishes
			cleans appliances
			puts out grease fire
			scours pans
4.5	Performs general home assistance.	maint	enance appropriately and without
			makes bed
	. 🗆		puts in light bulb
•			hangs curtains/pictures/mirrors

4.2 Demonstrates general home cleaning skills appropriately and



Activities of Daily Living Performance Statements

The performance statements are labeled by <u>sub-skill</u> (e.g., dressing, grooming) and <u>cluster</u> (e.g., puts on clothing, cares for clothing) to assist the evaluator in conducting the assessment. The evaluator will assess the student in regard to each performance statement listed within each cluster and will check () the elements on the form which most accurately describe the student's performance of the skill. The following is an explanation of each of the response categories (see forms) for each performance statement:

- A. <u>Performs appropriately without assistance</u>: check this space if the student displays the skill listed at appropriate times and places without requiring assistance.
- B. Performs in the following manner: check spaces in this section in cases where the student displays the skill stated but needs assistance or special attention to do so. More than one space may be checked. The descriptors of assistance are:

<u>Verbal</u>: performs the task when verbal cues are given throughout performance. For example, check this space if the student needs to be reminded of next steps in washing hands. For hearing impaired students, check here if cues are delivered gesturally rather than verbally.

<u>Physical</u>: performs the task when physical cues are given. For example, the student pulls up his pants when his hands are placed on the waistband.

<u>Individual</u>: performs the task only in a one-to-one situation.

Small group: performs the task when part of a small group.

<u>Duration</u>: does the task either (a) in an amount of time which the evaluator determines to be unnecessarily long, or (b) rushes through the task.

<u>Setting</u>: performs the task but does so in situations that are inappropriate. For example, the student can unbutton front buttons but unbuttons his shirt during class.

<u>Frequency</u>: does the task too often. For example, the student who has been taught to flush a toilet may run into the bathroom many times during a day to flush.

C. Type of intervention required: check spaces here to indicate areas which, if given extra attention, would allow student to exhibit behavior described in skill statement. The types of intervention are:



<u>Motor</u>: requires additional motor training to perform the task.

<u>Cognitive</u>: requires additional cognitive training in order to perform the task. For example, the student does not pick out pairs of socks because he does not know how to match by color.

<u>Social</u>: requires different structure or reinforcement in order to perform the task. For example, the student would sit at the table if he were reinforced for sitting; he would select his own clothes if they were not selected for him.

- D. Unobserved/not applicable: use this space to indicate that you have not seen the student display the skill. This space will also be used to indicate that this statement is not applicable to a particular student. For example, the statement "shaves face" is not applicable to a very young child. If the skill is unobserved, write "U" in the space; if it is not applicable, write "NA".
- E. <u>Comment: Special Equipment-Elaboration of Categories Checked:</u>
 use this space to further explain any of the items checked or to
 make notes of materials or equipment.

SKILL: Activition						ES 01					1.07		CLUSTER: Takes off indoor/outdoor clothing (1.1)
SKILL STATEMENT	appropriately assistance	fo typ		ving evel			mete	rs	int tio	e of erve n uire	n-	/not le	Comment: Special Equipment Elaboration
•	Performs app without assi	verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social	Unobserved/not applicable	of Categories Checked
extends arms to assist													
extends feet to assist													
takes off coat													
takes off hat													
takes off scarf	_												
takes off mittens													
takes off gloves												·	
takes off sweater (open)							1	• .					
takes off pullover				_									
takes off shirt/blouse								_					
takes off pants				-									
takes off skirt								-					
takes off dress												\dashv	_
takes off socks												1	
takes off shoes-slippers											1	1	
takes off underpants								_					
takes off undershirt									_			\dashv	
takes off slip		·		_	- +							1	-
takes off nightclothes								•			-	+	
takes off boots													
takes off bathing suit													
takes off tights									_				
takes off bra													
takes off sanitary belt			* *			8		$\frac{1}{2}$					

SKILL: Activiti	es of	Dai	<u>lv I</u>	ivi	ng S	UB-SK	ILL	Dr	essi	ne (1.0) . <u> </u>	
			C	CATE	GOR 1	ES OF	PE	RFORM	ANCE				CLUSTER: Puts on indoor/ outdoor clothes (1.2)
SKILL STATEMENT	appropriately assistance	fo typ	rfor 110v e/le of	ving evel	mar		mete	ers	into	e of erve n u1re	n	/not le	Comment: Special Equipment Elaboration
	Performs app without assi	verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social	Unobserved/not applicable	of Categories Checked
extends arms to assist													
extends feet to assist			-		<u> </u>								
puts on outside coat	ļ												·
puts on hat													·
puts on scarf							•						
puts on mittens													
puts on gloves													
puts on sweater (open)													
puts on pullover													
puts on shirt/blouse													
puts on pants													
puts on skirt													.a
puts on dress													
puts on socks													
puts on shoes-slippers									·				
puts on underpants	_												
puts on undershirt													
puts on slip													
puts on nightclothes													
puts on boots							. :						
puts on bathing suit													acces of
puts on tights													
puts on bra													
pu (anitary belt	` <u>.</u>						9		21				

SKILL: Activiti						ES OF	_						CLUSTER: Fastening Skills (1.3)
SKILL	appropriately assistance	fo typ	0110v 0e/1e 0f	wing evel	- 1	ner	amete	ers	inte tion	e of erve n uire	en−	not e	Comment: Special Equipment Elaboration
STATEMENT	Performs approvition vithout assis	verbal B	physical	idual		duration	setting	frequency	motor	cognitive	social	Unobserved/not applicable	of Categories Checked
unfastens clothes snaps unzips one piece front zippers													
unties front ties (e.g. hood strings) ยักั่วโคร two piece front	,							<u>-</u>				ļ	
zippers (e.g., jacket) unbuttons front buttons				<u> </u>				<u>'</u>			_	<u> </u>	
unhooks pant hooks						-							
unbuckles belt unhooks hooks and eyes				<u> </u>			\vdash					<u></u>	
fastens clothes snaps zips one piece front													
zipper zips two piece front zipper													
buttons front buttons		-		<u> </u>	-						<u> </u>		
hooks pant hooks hooks hooks and eyes				—— 									
buckles belt		+-	$\overline{}$	 	-		\vdash						
ties front ties unzips one piece back zipper													
unties back ties (e.g., apron)				,	-		H				<u> </u>		•
unbuttons back buttons zips l piece back zippe				 									
ties back ties							$\overline{\Box}$						
buttons back buttons	-	+	\rightarrow		H					$\overline{}$		H	•

SKILL: Activiti	es of	Dai				UB-SK ES OF				16	(1_("	CLUSTER: Simple Care of Clothes (1.4)	
SKILL STATEMENT	appropriately assistance	fo typ	rfor 11ow e/le of 1sta	ing vel	mar	he ner para	_	rs	type inte tion requ	1	n-	l/not ole	Comment: Special Equipment Elaboration of Categories Checked	
	Performs app without assi	verbal	physical	idual	small group	duration	setting	frequency	motor	cognitive	social	Unobserved/n applicable	of Categories Checked	
Puts clothes away in drawer, on shelf														
places clothes on hange	r												· 	
folds clothes														
removes belt from pants														
empties pockets													,	
polishes shoes - liquid														
polishes shoes - solid														
hangs wet clothes on clothes rack		†												
hangs wet clothes with clothes pins														
		<u> </u>		-	-				ļ			_		
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SKILL: Activiti	es of	Dai				UB-SK					(1.0) 	CLUSTER: Selection of Clothes (1.5)
SKILL STATEMENT	appropriately assistance	fo typ		wing evel			mete	ers	inte tion	e of erve n uire	≘n−	J/not ble	Comment: Special Equipment Elaboration
	Performs approved Performs approved Performs and Performs and Performs approved Performs approved Performs approved Performs approximately app	verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social	Unobserved/not applicable	of Categories Checked
picks out pairs of shoe	5												
picks out pairs of boot	5												
picks out pairs of sock	B			_									· · · · · · · · · · · · · · · · · · ·
mittens, gloves picks out own pants,				<u> </u>			<u>. </u>	ļ					
shirt, etc. picks out weather	<u> </u>	<u> </u>		<u> </u>				<u> </u>					
appropriate clothing picks out color						 		ļ					
coordinate outfits	-						<u> </u>	ļ					
picks out dirty clothes		<u> </u>	1.79	$\vdash \downarrow$				 		H			ļ
picks out damaged clothe	s			 		_	\vdash						
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SKILL: Activiti	es of	Dai	ly I	ivi	ng S	UB-SK	ILL	<u>Ea</u>	ting	(2.	0)			•
			. (ATE	G O R I	ES OF	PE	RFORM	ANCE				CLUSTER: Fed by Others (2.1)	i
SKILL STATEMENT	appropriately assistance	fo typ	rfor 110v e/le of ista	ving evel	mar		mete	rs	into	e of erve n uire	n-	/not 1e	Comment: Special Equipment Elaboration	
o in i di navi	Performs app without assi	verbal	physical	[dua]		duration	setting	frequency	motor	cognitive	social	Unobserved/n applicable	of Categories Checked	
fed with stomach tube														
fed intravenously when face touched by bottle, turns toward													·	.
nipple														
sucks on nipple														
maintains closed mouth					 									
swallows									ļ			ļ		
fed with soft foods brings hand to mouth, regardless of reason														
takes liquids from		 				 				-		-		
glass, if fed takes semi-solids,												-		
if fed chews moving jaw up		-												
and down														
													·	
									·					
		-												
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SKILL: Activitie						ES OF	_						CLUSTER: Eat Independently (2.2)
SKILL	appropriately ssistance	fo	011ow 0e/1e	wing evel	in the man		mete	rg	inte tio	e of erven	n-	t	Comment: Special
STATEMENT	appropria assistance	аве	of ista			Pu	#IC 5 -	1.5	LEY.	11.0		d/no ble	Equipment Elaboration
•	Performs app without assi	verbal	a1	idual	1	duration	setting	frequency	motor	cognitive	social	Unobserved/not applicable	of Categories Checked
finger feeds semi-solid foods		İ											
bites off pieces of foo	d			<u> </u>									
finger feeds solids chews, moving jaws up and down and sideways uses spoon in fist to eat semi-solids drinks from cup two-handed													
drinks from spoon (soup) drinks from cup one-handed					•								
eats solids with spoons eats from plate without pushing food onto table	 -							,					·
scoops food with fork													·
drinks from carton													
drinks from soda bottle		<u> '</u>											
drinks from can		ļ !		<u></u>									
drinks from straw		<u> </u>		<u></u>									
eats at a table	ļ	↓'		<u> </u>									
stabilizes plate on table	<u> </u>	ļ!		<u></u>									
eats only from plate takes reasonable mouthfuls													
eats at reasonable rate discriminates edible substances				_	-			•					
				·									

SKILL: Activities of Daily Living SUB-SKILL: Eating (2.0)												T or yoman	
		-			GORI	CLUSTER: Eats Indepen- dently in Public Places (2.3)							
	ately e	fo	rfor	ing	man				type inte	rve			Comment: Special
SKILL STATEMENT	appropriately ssistance		e/le of ista			para	mete	rs	ľ	ire	d	ved/not cable	Equipment Elaboration
		1	ca1	individual		ion	ng	ency		tive	1	Unobserved/not applicable	of Categories Checked
	Performs without	verbal	physical	indiv	small group	duration	setting	frequency	motor	cognitive	social	Unc	
uses napkin to wipe mouth			_		-			٠.		_			
places napkin on lap			_								_		
disposes of napkin													
tucks napkin into shirt		-			-								
serves self finger food serves self with spoon	\$							_					
serves self with fork passes/serves self from													
bowl, platters, etc.		ļ			-			_					
uses salt/popper shaker	•	-			-				-				
opens sugar packets opens condiment package												-	
opens flip-top can									-				
opens milk/juice carton													
carries tray of food					<u> </u>								
with liquid	-				<u> </u>				_			<u> </u>	
peels bananas		-	_		├		_			-		-	
eats ice cream cone		-			-							-	
opens cereal boxes		-								-	-	-	
shells eggs (hard boiled pours cold liquids	[-		 	\vdash	-	_	<u> </u>			-	-	· · · · · · · · · · · · · · · · · · ·
pours hot liquids	-	-			+-				<u> </u>				
pours milk into cereal bowl	<u> </u>				<u> </u>								
opens twist-top jars/ bottles													
replaces lids							1						

SKILL: Activitie	s of	<u>Dai</u>]			•	SUB-SK		CLUSTER: Eats Independently in Public					
SKILL STATEMENT	appropriately assistance	fo typ		wing evel		nner	amete	ers	inte	e of erve n uire	en-	/not le	Places (2.3) p.2 Comment: Special
	Performs app without assi	verbal	11	[dua]	1 1	duration	setting	frequency	motor	cognitive	social	Unobserved/not applicable	of Categories Checked
peels and unwraps appropriate foods													
spreads	ļ ·			<u>_</u>	<u> </u> '	<u> </u>		<u> </u>					
stirs with spoon				<u></u>	<u> </u>	,,		<u> </u>	<u> </u>				
peels fruit	-	Li		<u> </u>	<u> </u> '			<u> </u>					
slices with knife	<u></u>				<u> </u>			<u> </u>			<u> </u>		
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SKILL: Activit	les of	Da:			ng S	<u> </u>	CLUSTER: Wash/Dry Various Body Parts (3.1)						
SKILL STATEMENT	appropriately ssistance	ty		wing evel	-	nner para	ımet	ers	int tio	e of erve n uire	n-	l/not le	Comment: Special Equipment Elaboration
	Performs app without assi	verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social	Unobserved/not applicable	of Categories Checked
takes complete bath													
takes complete shower			,										
prepares for bath													
gets towel													
gets washcloth						-			 		<u> </u>		
gets soap - shampoo			 			_							
selects water temperature													
fills tub drains tub		-			-	_	-						
washes/dries hands		4.	,			,							
washes/dries face	<u> </u>	<u> </u>	-64.						<u> </u>				
washes/dries arms		<u> </u>											·
washes/dries feet													
washes/dries neck				٠.					·				
washes/dries ears	<u> </u>												
washes/dries legs													
washes/dries chest													
washes/dries back													
washes/dries stomach						~							· · · · · · · · · · · · · · · · · · ·
washes/dries buttocks													
washes/dries genitals													
washes/dries hair													
EDIC					•	17							

			C	ATE	GORI	ES OF	PER	FORM	ANCE				CLUSTER: Non-Washing Body Care Skills (3.2)
SKILL	appropriately ssistance	fc	rfor 011ow 0e/1e of	ing	mar		mete	rs	into	e of erve n uire	n-	not e	Comment: Special Equipment Elaboration
STATEMENT	~ e		physical	idual		duration	ing	frequency	ı.	cognitive	a1	Unobserved/not applicable	of Categories Checked
	Perform without	verbal	phys	indi	small group	dura	setting	fred	motor	CO	social	á	
wipes nose													
blows nose													·
brushes hair													
brushes teeth													
cleans fingernails													
cleans comb													
cleans hairbrush				_									
uses chapstick								r.c			_		
uses deodorant													
uses face cream													
shaves face													
shaves legs								-					
sets hair													
uses mouthwash													
treats acne					_								
uses hand cream													
uses body lotion													
cuts/clips fingernails													
cuts/clips toenails													
shaves underarms													
uses sanitary napkins			·										
uses makeup					<u> </u>							-	
curls/sets hair						· ·							

SKILL: Activities of Daily Living SUB-SKILL: Grooming (3.0)													•	
				ATE	_	ES OF	PER			,			CLUSTER: Non-Washing Body Care Skills (3.2) P.2	
	tely		rfor 11ow				•] 	type inte	rve			Comment: Special	
SKILL STATEMENT	appropriately assistance		e/le of ista			para	mete	rs	tion requ		d	/not le	Po dance Plahamada	
	Performs app without assi	verbal	physical	ldual	small group	duration	setting	frequency	motor	cognitive	social	Unobserved/n applicable	of Categories Checked	
cleans toenails								-						
uses antiseptics			·							_			·	
uses bandaids takes medicine as appropriate													-	
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SKILL; Activiti						ES OF				_			CLUSTER: Toilet Skills (3.3)
SKILL STATEMENT	appropriately assistance	fo typ		wing evel			mete	rs	into	e of erve n uire	n-	/not ole	Comment: Special Equipment Elaboration
	Performs app without assi	verbal	31	idual		duration	setting	frequency	notor	cognitive	social	Unobserved/not applicable	of Categories Checked
eliminates (e.g. in clothing)													
eliminates occasionally when on toilet													
eliminates at regular								,					
has no accidents if taken to toilet on schedule								3					
indicates when wet													
indicates when soiled	_												
indicates need to urinate													
indicates need to defecate				 									
pulls down clothing as appropriate	c									613.			
pulls up clothing as appropriate								,		.5			
initiates toilet activitiy													
flushes toilet						 						₹.	a constant
wipes self		<u> </u>		L_		ļ							
toilets independently	<u> </u>	<u> </u>		Ĺ	\sqcup	<u> </u>							
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SKILL: Activities of Daily Living SUB-SKILL: Housekeeping (4.0													
						ES OF		CLUSTER: Preparation of Simple Meals (4.1)					
 ·	tely		rfoi 11ov						int	e of			Comment: Special
SKILL	appropriately assistance		e/le of			para	mete	rs	tio: req	n uire	d	I/not ole	Fautament Eleberation
	Performs app without assi	verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social	Unobserved/not applicable	of Categories Checked
follows package instruction													
uses measuring utensils													
sets stove burners						<u> </u>							
sets oven temperature													· · · · · · · · · · · · · · · · · · ·
makes/butters toast prepares cold cereal with milk													·
prepares toaster waffle	6										_		
prepares frozen orange juice											_		
prepares fried egg prepares sandwich with meat													
prepares canned fruit		ļ											
prepares TV dinners		_			_		_	·					
prepares canned dinners	·	<u> </u>				<u> </u>	_					<u> </u>	
prepares simple salads prepares frozen vegetables	-	-											
operates mixer													
prepares canned soup													
prepares packaged soup		ļ									Ŀ		
prepares canned vegetables		_					ļ			<u> </u>	_		
prepares pudding and jello		-					<u> </u>				_		
prepares cooked cereal		-					-				ļ		
prepares cake from mix		-								<u> </u>	<u> </u>		·
prepares beverages		+-	\vdash		_		-				_		
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SKILLE: ACTIVITIE	s ot	Dail	<u>v Li</u> (vins ATE	gORJ	ES OF	PEF	Ho:	useke ANCE	epi	ne	(4.0	CLUSTER: Prepration of Simple Meals (4.1) p.2
SKILL STATEMENT	appropriately assistance	fo typ	erfor ollow pe/le of	wing evel	man			rs	inte tior	e of erven n ulre	n-	not le	Comment: Special Equipment Elaboration
	Performs appr without assis	verbal m	physical m	a1		duration	setting	frequency	motor	cognitive	social	Unobserved/not applicable	of Categories Checked
prepares breakfast meal	8			_							1		
prepares desserts	 	.			 			, <u> </u>			 		
uses can opener	 				 			<u> </u>		\vdash	<u> </u>		•
uses bottle opener stores food		-			-			·		\vdash	<u> </u>		
appropriately pares vege table with knife		 '	H				\vdash			H			
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SKILL: Activities of Daily Living SUB-SKILL: Housekeeping (4.) Par namen	
						ES OF							CLUSTER: General Home Cleaning Skills (4.2)	
SKILL STATEMENT	appropriately assistance	fo typ	11 ov e/1e of	ms ving evel	mar		mete	ers	inte	e of erve n uire	n-	1/not ole	Comment: Special Equipment Elaboration	
	Performs without a	verbal	physical	[dua]	small group	duration	setting	frequency	motor	cognitive	social	Unobserved/not applicable	of Categories Checked	
empties wastebaskets an other trash containers	at .													
dusts flat surfaces														
dusts non-flat surfaces														
sweeps floors						<u> </u>								
vacuums floors/rugs		<u> </u>				ļ								
wet mops floor	ļ. 								ļ					
washes chair seats													<u>.</u>	
washes tables														
washes counters														
cleans windows														
cleans mirrors														
cleans tubs/showers														
cleans toilet														
washes walls											-			
washes woodwork												700		
shakes throw rugs														
cleans sink														
replaces toilet paper													·	
waxes floors														
polishes chairs														
.,														
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SKILL: Activities of Daily Living SUB-SKILL: Housekeeping (4.0 CATEGORIES OF PERFORMANCE													CLUSTER: Intermediate and Advanced Clothing
	ately e	_ <u>fo</u>	rfor	ving	man					e of			Care (4.3) Comment: Special
SKILL STATEMENT	appropriately assistance		oe/le of sista			para	amet e	ers		n uire	:d	/not 1e	Equipment Elaboration
	Performs app without assi	verbal	physical	idual		duration	setting	frequency	motor	cognitive	social	Unobserved/ applicabl	of Categories Checked
hangs clothes to dry sorts clothes by color before washing													
<u>folds flat clothes</u> prewashes stained clothes		gr.					H						
washes clothes by hand									·				
uses laundromat dryer					<u> </u>			ļ'	<u> </u>				
uses laundromat washer								<u> </u>	<u> </u>				
uses home dryer											-	\square	
washing machine dampens clothes for ironing							H				 	 	
irons flat clothes													
irons non-flat clothes	-		\vdash										
darns a sock	 		-			<u> </u>		<u> </u>	<u> </u>			H	
hems by hand hems by machine			\vdash		-				\vdash			H	<u> </u>
darns tears					H			\prod			H		
uses iron on patches	 .			\neg		 +					e Eg		
patches by hand													
patches with sewing machine	ļ 												
						<u> </u>							
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					-	<u> </u>	H	\square	\vdash		\vdash	\vdash	
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SKILL: Activitie	s of 1	Dail	y Li	vin	g S	UB-SK	ILL:	Но	usek	eepi	ng.	(4.0	
			C	ATE	GORI	ES OF	PE	RFORM	ANCE	•			CLUSTER: Preparing and Cleaning Food Area (4.4)
SK ILL STA TEMENT	appropriately ssistance	fo typ		ving vel			mete	rs	into	e of erve n uire	n-	/not le	Comment: Special Equipment Elaboration
	Performs app without assi	verbal	physical		small group	duration	setting	frequency	motor	cognitive	social	Unobserved/not applicable	of Categories Checked
clears the table			_										
scrapes dishes, etc.													
sets a table washes plates, bowls, etc.		·					-						
washes glasses, cups						-						-	
washes utensils dries dishes, etc., by hand dries glasses, etc., by hand													
dries utensils by hand									 				
puts dishes, glasses away													
puts utensils away													
uses dishwasher cleans counter, cleans sink	,	3											
scours pans													
uses garbage disposal					-								
defrosts refrigerator cleans refrigerator											_	ļ	
cleans top of stove												<u> </u>	40 00
cleans stove burners													. 45.
cleans oven													
cleans cabinets													
lines shelves													·
										_			
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appropriately assistance	fo typ	rfor 11ow e/le of ista	vel	man		mete	rs	int tio	e of erve n uire	n-	/not le	Comment: Special Equipment Elaboration
Performs app without assi	verbal	physical	idual	small group	duration	setting	frequency	motor	cognitive	social	Unob serve d/n applicable	of Categories Checked
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	ັ ຜ	L a	al la	al al	Performs Without a without a verbal physical individua small group	Performs vithout a verbal verbal physical individua small group	Performs Without a without a verbal physical individua small group duration duration	Performs without a without	Performs Without a Without	Performs without a verbal physical individua small group duration duration frequency frequency cognitive	Performs without a small group group duration duration cognitive cognitive social	Performs Performs

Using the Skill Cluster Chart and the Task Analysis Chart

The Skill Cluster Chart

The Skill Cluster Chart attempts to provide the evaluator with an idea of what general skills are being acquired in each of the ADL areas when certain motor milestones are reached. The milestones are presented in a rough developmental sequence; within each cell under a milestone tasks are listed that are being tried at about the same time, again in an approximate developmental sequence.

The Task Analysis Chart

The Task Analysis Chart presents a task analysis of an Activity of Daily Living Skill in regard to its motor components. This chart is intended to show how an ADL task is broken down according to motor skills; other ADL tasks will require a different break-up and will have different motor components. It is hoped that this chart will help those involved in planning next step tasks for a student to recognize the motor components for each task, to plan for training prerequisites and component motor skills rather than planning to train splinter skills. In the example given, the evaluator/planner would include training for each prerequisite skill which is not displayed by the student, training for each of the movements involved in displaying the skill, and possibly use some of the suggestions as to correlative activities. This approach provides for coordinated skill development and avoids concentrating on splinter skills. However, in some cases the development of splinter skills may be necessary when, for example, the inability to perform that one task is hindering a student's movement into a less restrictive program.



		<u> </u>		
Housekeeping	Grooming	Dressing	Eating	Clusters of Motor Skills
·		passive, begins to develop body awareness	sucks, swallows, takes various foods 1f fed	passive, follows objects with eyes no coordinated movement
		holds on to parts of clothes while being dressed	holds bottle (or feeder's hand) while being fed	fingers grasp, can reach
В.	B) J	holds on with two hands	begins to gum	finger play, begin coordin- ated movement
		holds and releases various articles of clothing	holds bottle to feed	grasps, manipulates, le∵s go, turns head
d.	removes damp cloth if placed on cheek, extends legs during changing	pulls off socks, com- pletes roll- ing over initiated by adult during dressing	tries to finger feed solids, puts fingers in mouth	plays with feet, rolls over, uses one hand to manipulate
	brings cloth to face and wipes one cheek, brings ob- jects to head	assists in removal of clothing by extending hands and feet	holds spoon with one hand (does not get it into mouth)	can sit alone, engages in drop and retrieve
		finishes pulling on/ off jerseys or tops, pushes arm through' sleeve	gets spoon into mouth (usually inverted)	simple imita- tion (claps), can pull a string toy
tries to carry items while creeping	places hand under run- ning water if held to sink, brush- es hair messily	pulls open fasteners, ties; push- es feet through pantlegs	feeds semi- solids with spoon, finger feed with palmar grasp	begins to creep



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Housekeeping	Grooming	Dressing	Eating	Cluster of Motor Skills
carries objects in hands while creeping	extends hand for drying, assists in washing by wiping cloth over body in bath		finger feeds solid food, assists in holding cup to lips, bites off food	tor skills has pincer grasp
empties cup- boards, toybox, occasionally returns items to cabinet	continues to assist in washing, washing some parts without help	recognizes articles of clothing and extends approp- riate parts, tries to put on socks and shoes	selects items to finger feed, feeds solids with spoon, drinks, holding glass with two hands (unassisted)	imitates, cooperates, maintains standing with support
can screw on and off caps, pushes sponge across table in imitation, opens boxes (small cereal)	brushes hair (not in approp- riate direc- tion), puts toothbrush in mouth	unbuttons large buttons, opens large front zippers, takes off unfastened outer clothes	tries to use fork to scoop, stabilizes dish on table, holds cup with one hand while drinking	has two hand coordination, crawls
puts toys away on request, re- trieves familiar objects, pours small amount of milk onto cereal	washes hands with help, can wash face with help, tries to brush teeth, puts grooming tools away	unfastens most closures, puts on socks-hats-mittens, has names for daily clothing (rough approximations of real names)	scoops with fork, eats, fairly neatly, always uses one hand for drink-ing cup	begins expressive language, uses one hand, begins to take single steps,
begins to help pre- pare jello, follows simple verbal dir- ections, imitates sweeping	bladder trained(day) bowel trained, brushes teeth at random	takes off pants, jer- sey, under- clothes, puts on jersey, coat (backward) puts on slippers	pierces with fork, serves self semi-solid foods, can use a straw to drink	walks has holo- phrastic speech
puts appropriate items on table for meal(not #), knows where food is kept, throws items in waste	can bathe with super- vision, wipes nose, tries to blow nose, allows nails to be cut, has sleeping bladder con- trol	puts on most clothing, fastens snap, tries to zip, button, hook. puts dirty clothes in bag if asked	knows names of simple foods, uses napkin, serves self with spoon	recognizes pictures, runs
cleans up from play, wipes up crumbs	brushes teeth with help, washes hands and face, brushes hair	can choose sock pairs, begins color naming, can button, selects outfits puts on shoes (can't tie)	serves self with fork, knows what knife is for but can't use one	utters short phrases, can do simple clustering, jumps
works on house- keeping skills as necessary	works on advanced grooming skills as necessary	works on fasten- ing, can dress completely, works on care of clothes, works on choosing appropriate cloth- ing	uses knife, continues to develop table manners, begins to prepare food, continues to work on eating skills	utters short sentences, can classify, displays crude awareness of time
ERIC ull tax Provided by ERIC		29 41		

TASK ANALYSIS CHART

ADL skill	What student must be able to do before training starts (prerequisite skills)	Movements involved in displaying skill	Support activities to develop each skill
Brushes hair	Must have palmar grasp	Student picks up brush	Any task requiring picking up an object
	Must be able to bring hand to head (elbow flexion, wrist rotation, shoulder rotation) Must be able to take hand away from head	Brings brush to head (top, back, or side) Strokes bristles across head Moves brush away from head Repeats above 3 steps until each section of hair is brushed	Follows directions "Touch Your Head" or "Simon Says" game Washes and rinses hair in shower Puts on hat Removes hat from head "Simon Says"
:	Must put object on table and release	Returns brush to table	Any task which requires returning items to table



MOTOR DEVELOPMENT

Introduction

The Motor section of the <u>Educational Evaluation and Planning Package</u> is to be used for the gross and fine motor assessment of students and for the educational planning of their motor objectives. The main components of the Motor section are:

- 1) Motor Screening Assessment: which is designed to facilitate the identification of specific motor skill areas in which the student needs to receive a more comprehensive assessment.
- 2) Motor Performance Statements: which are divided into gross and fine motor areas and list specific motor skills in their usual order of attainment. The evaluator uses the performance statements to assess the student's ability to perform specific motor skills. This assessment information is used by the team to determine appropriate educational objectives. Each performance statement is coded by one of the letters A-I to indicate which skills both gross and fine, occur concurrently. Statements are categorized in two ways: by Subskill, which refers to the general area of motor development (i.e. locomotion, head control, facial), and Cluster, a further breakdown within each subskill (i.e. rolling, running, etc.).
- 3) Gross and Fine Motor Equipment Chart: which contains concise information regarding variables which should be considered for the proper use of adaptive equipment. The options within each variable category generally proceed from the most restrictive to the least restrictive. This chart is intended to assist the team in determining the least restrictive adaptive equipment necessary for the student to attain a specific objective. This chart should be used in conjunction with the Objective Chart.
- 4) Objective Chart: which may be used by the team to specify the various components of a motor objective (i.e. adaptive equipment, instructional intervention, student/teacher ratio, etc.).



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Screening Assessment

The Motor Screening Assessment is designed to assist in the identification of those motor areas in which the student may require a more complete assessment. For each screening statement, check "observed" if the student performs the skill independent of instructional or mechanical assistance: check "unobserved/conditionally observed" if performance of the skill is dependent upon either instructional or mechanical assistance.

In cases where all responses on the screening assessment are marked "observed" the screening assessment can serve as the complete motor assessment. If the screening statement is "unobserved/conditionally observed" for any reason, the evaluator should complete the corresponding cluster (or subskill) section of the Motor Performance Statements.

FINE MOTOR

1.0 1.1	Subskill: FACIAL Cluster: Tactile		
	Observed	Unobserved/ Conditionally Observed	
			Responds to paper on face.
1.2	Cluster: Mouth and	Voice	
			Sucks finger or food.
		_ ·	Mouths objects.
			Uses lips, tongue, teeth to remove food from utensil.
		. 🛮	Drinks through a scraw.
1.3	Cluster: <u>Eye</u>		
		\$ \$\frac{1}{2}\$	Focuses eyes,
•			Circularly follows moving object.
			Glances from one object to another.
2.0 2.1	Subskill: BOWEL AND Bowel and	BLADDER Control	
			Has bladder control. (see ADL Subskill Grooming, Cluster Toilet skills (3.3)



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Observed

Unobserved/ Conditionally Observed

3.0	Subskill:	BREATH CONTROL	(see Languag Breath Cont	e Section, <u>Oral Facial Motor Control</u> , rol)
4.0	Subskill:	DIGITAL		
	·. · · · · · · · · · · · · · · · · · ·		□ .	Clenches hands, outside fingers strong- est, with resistance to opening.
				Uses whole hand without thumb in grasping.
				Has partial thumb opposition.
				Releases object by gradual, symmetrical, extension of fingers.
		~.	□ .	Has hand/eye coordination.
-				Holds and drinks from glass or cup with one hand.
				Scribbles with pencil or crayon.
				Cuts with scissors in straight lines.
				Traces a circle.
			□ `	Draws a diagonal line.
				Holds paper with opposite hand when writing.
GROS	S MOTOR			
5.0	Subskill:	HEAD CONTROL		
				Lifts head in supine position.
				Stabilizes head in sitting.
				Swivels head on neck circularly.
6.0 6.1	Subskill: Cluster:	POSTURE Prone		
				Flexes arms and legs and humps buttocks.
	`			Extends arms and legs, buttocks flat.
				Súpports self on forearms.



	Ot	oserved	Unobserved/ Conditionally Observed	
6.2	Cluster:	Supine	•	
				Outstretches arms and legs on same side or flexes both arms, with knees apart, soles of feet turned inward.
			. 0	Flexes elbows and knees, hips partially flexed - symmetry of movement.
6.3	Cluster:	Sitting		
		П		Sits with back slightly flexed.
				Sits and turns from side to side.
				Raises self to sitting position.
				Sits with feet crossed at ankles.
6.4	Cluster:	Standing and	l Squatting	
				Rises to toes when held to stand.
				Stands holding on, body erect.
				Stoops and recovers.
				Squats.
				Stands on walking board.
7.0 7.1	Subskill: Cluster:	LIMB CONTROL Arms/hands	<u>.</u>	
			□ .	Flexes arms at elbow.
				Holds object between two hands.
				Scratches with hands.
				Reaches for objects with one hand.
			. 🗆	Uses shoulder and elbow in throwing.
÷				Catches thrown ball.
7.2	Cluster:	Legs		
			. п	Flexes leg at knee.
				Lifts one foot when supported in standing
			. 🛚	Kicks ball.
			`	1.G



	Ob	served	Unobserved/ Conditionally Observed	
	Subskill: Cluster:	LOCOMOTION General		
R.				Rocks on all fours.
A 40 356			<u>,</u>	Pulls large objects across floor.
				Carries a partially filled cup of water without spilling.
				Rides a swing, pumping with legs.
8.2	Cluster:	Rolling		
	•			In supine pisition, rolls part way to- ward right side.
			. 🗆	Rolls from back to stomach.
				Moves across floor by rolling or squirming.
8.3	Cluster:	Crawling/Cree	ping	
			П	Displays crawling movements without progressing when in prone position.
				Crawls on all fours, forward.
	•			Creeps backwards downstairs.
8.4	Cluster:	Walking/Climb	ing	
				Walks with support.
	·			Walks on sole of foot with heel touching ground first.
				Walks forward, alternating forward foot.
				After climbing on objects, gets down.
				Walks upstairs, alternating feet.
8.5	Cluster:	Running		
			II.	Starts to run.
		Ó.		Runs, avoiding obstacles.
				Gallops.



	Observed	Unobserved/ Conditionally Observed	
8.6	Cluster: Jumping		•
		· □.	Jumps on toes.
			Jumps in one place on one foot(hops).
			Hops forward on alternating feet (skips)
			Jumps over swinging rope.
8.7	Cluster: Dancing		
	. •		Dances without rhythm.
			Dances with rhythm.



Motor Development Performance Statements

The Motor Development Performance Statements are divided into Fine Motor Skills and Gross Motor Skills. Each of these sections is separated into Subskills and Performance Clusters to facilitate the location of a specific motor function. Each Sub-skill and Cluster lists skills in a general developmental order. The Sub-skills and Clusters are:

FINE MOTOR

- 1.0 Sub-skill FACIAL
- 1.1 Cluster: Tactile
- 1.2 Cluster: Mouth and Voice
- 1.3 Cluster: Eye
- 2.0 Sub-skill: BOWEL AND BLADDER
- 2.1 Cluster: Bowel and Bladder Control
- 3.0 Sub-skill: BREATH CONTROL (see language section clusters: Oral Facial Motor Control, Breath Control)

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4.0 Sub-skill: DIGITAL

GROSS MOTOR

- 5.0 Sub-skill: HEAD CONTROL
- 6.0 Sub-skill: POSTURE
- 6.1 Cluster: Prone
- 6.2 Cluster: Supine
- 6.3 Cluster: Sitting
- 6.4 Cluster: Standing and Squatting
- 7.0 Sub-skill: LIMB CONTROL
- 7.1 Cluster: Arms/Hands
- 7.2 Cluster: Legs
- 8.0 Sub-skill: LOCOMOTION
- 8.1 Cluster: General
- 8.2 Cluster: Rolling
- 8.3 Cluster: Crawling/Creeping
- 8.4 Cluster: Walking/Climbing
- 8.5 Cluster: Running
- 8.6 Cluster: Jumping
- 8.7 Cluster: Dancing

An evaluator should assess motor performance by referring to the skills within each sub-skill and by checking the box to the right which best describes the student's performance. The following is an explanation of the response choices for the Fine Motor Performance Statements.



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- A. <u>Code</u>: This column is used to provide the evaluator with information about concurrent development of motor skills. All motor skills with the same code letter develop at approximately the same time. There are nine code letters A through I.
- B. <u>Performance Observed</u>: One of the two columns in this category should be checked when the student performs the skill in any fashion. The two choices under <u>Performance Observed</u> are:

<u>performs unassisted</u>: indicates that the student performs the skill independent of mechanical or instructional assistance.

performs assisted: refers to student performance which is contingent upon instructional or mechanical intervention. A check in this column should receive elaboration in the comments section. For example, the performance statement "walks forward alternating feet" should be assessed with a check in the "performs assisted" column if performance is contingent upon the use of a walker or teacher-given cues or assistance. Indicate the type, frequency, and duration of assistance in the comments column.

C. <u>Performance Unobserved</u>: One of the three columns in this category should be checked when the student's performance has not been observed. The choices under "Performance Unobserved" are:

medical constraints prevent performance: should be checked only if this assessment can be verified by an accompanying medical report.

further assessment needed: indicates that the assessor has inconclusive evidence on which to base an assessment of the student's performance. Wherever possible, further recommendations for assessment should be noted in the comments column.

assistance attempted: indicates that the appropriate form of assistance has not yet been determined. In this case, those methods which have been tried should be itemized in the comments column. Assessments which conclude that performance is dependent upon the mastery of pre-requisite skills should also be recorded in this column.

D. <u>Comments</u>: This column should be used to record information that expands upon checks in other columns or any other information which the evaluator thinks relevant.

Responses for Gross Motor Performance Statements

A. Code: see fine motor section



B. <u>performance observed</u>: The evaluator should check one of the first two columns in this category to indicate whether or not performance is assisted: the third and fourth columns are to be used to record specific information about performance.

performs unassisted: see Fine Motor section

performs assisted: see Fine Motor section

duration/frequency: should contain specific information describing either the amount of time required to perform the skill or the number of times the skill is performed within a designated period of time (e.g. hours, minutes, seconds, etc.).

distance/height: should contain specific measurement in inches or feet of the horizontal or vertical space covered in the performance of each skill to which this category is relevant.

The <u>Performance Unobserved</u> and the <u>Comments</u> categories are to be used in the Gross Motor section as they are used in the Fine Motor section of the Performance Statements.



FINE MOTOR PERFORMANCE STATEMENTS

ဒါ	Code		Perfe Obse	Performance Observed	Perf Unob	Performance Unobserved	a	Comments	
· ` `			bejsissenu	pelsisse	constraints performance	pəpəəu q	beigmeite e	as:	
	1.0 Subskill: FACIAL 1.1 Cluster: Tactile		performs	performs	* medical prevent	turther assessmen	eststance		
	A Responds to feather on forehead (e.g. twitc	orehead (e.g. twitches, turns head)							
	A Responds to paper on face (e.g. turns head from paper).	e (e.g. turns head to free face					· · ·	·	
	1.2 Cluster: Mouth and Voice	d Voice							
	A Sucks fingers or food.								
	A Plays with own mouth (inserting fist, finge	serting fist, fingers in mouth).							
	A Vocalizes sounds. (for further assessment	urther assessment see Language)							
	A Opens mouth wide (as in cry or yawn).	cry or yawn).							
	A Smiles. (regardless of stimulus)	timulus)							
	A Mouths objects.								
	A Locates mouth when eating with fingers.	g with fingers.							
	B Moves food from front of mouth to back with	mouth to back with tongue.							
	B Moves food from front of mouth to back by d tongue and cheek movement.	mouth to back by drawing with ovement.							
	B Takes food off spoon by sealing lips around	sealing lips around spoon.							
_							-		



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-		<u> </u>	+-	 		1	1		 _	+	1		ı	Γ.	Τ-
Comments															
9. F	assistance attempted														
Performance Unobserved	further assessment needed														
Perfo Unobs	* medical constraints prevent performance														
Performance Observed	performs assisted														-
Perfo Obse	performs unassisted														
	1.0 Subskill: FACIAL (cont.) 1.2 Cluster: Mouth and Voice (cont.)	Eats semi-solids placed in mouth by sucking or mouthing food.	Feeds self with fingers.	Munches, doesn't suck (chews up and down only).	Uses lips to contain saliva in mouth.	Uses lips, tongue, teeth to remove food from utensil.	Puckers lips to kiss.	Moves food to side of mouth to chew and crushes food thor-oughly.	Locates mouth when eating with utensils.	Drinks through a straw.	1.3 Cluster: Eye	Focuses eye.	Fixates with eyes.	Converges eyes.	
Code		<u>m</u>	В	I SHA	m	М	ပ	O	၁	ပ		¥	¥	¥	
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FINE MOTOR PERFORMANCE STATEMENTS

1.0 Subskill: FACIAL (cont.) 1.3 Cluster: Eye (Cont.) A Laterally follows moving object or light. A Circularly follows moving object or light. B Gearches with eyes for sound. A Clances (fecuses without fixating) from one object to another. B Moves eyes without admining object. C Sub-skill: BOMEL AND BiabbER C Cluster: Bovel and Biadder control. Has bladder control. Has bladder control. C Has bovel control. Gese Language section: Cluster: Oral Facial Motor Control and Breat Control	7		Perfo	Performance	Perfc	Performance				
1.0 Subskill: FACIAL (cont.) 1.3 Cluster: Eye (Cont.) 1.3 Cluster: Eye (Cont.) Laterally follows moving object or light. Vertically follows moving object or light. Circularly follows moving object or light. Circularly follows with eyes for sound. Looks at (follows) vanishing object. Clances (focuses without fixating) from one object to another. Moves eyes without fixating) from one object to Another. Moves eyes without squinting. 2.0 Sub-skill: BOMEL AND BLADDER 2.1 Cluster: Bowel and Bladder control. Has bowel control. Has badder control. (see ADL section for further assessment) ment) 3.0 Sub-Skill: BREATH CONTROL (see Language section: Cluster: Ortiol Facial Motor Control and Breat Control	Code		Obse	rved	Unobs	served		Commen	ts	
1.0 Subskill: FACIAL (cont.) 1.3 Cluster: Eye (Cont.) Laterally follows moving object or light. Vertically follows moving object or light. Circularly follows moving object or light. Circularly follows moving object or light. Searches with eyes for sound. Looks at (follows) vanishing object. Clances (focuses without fixating) from one object to another. Moves eyes without squinting. 2.0 Sub-skill: BOWEL AND BLADDER 2.1 Cluster: Bowel and Bladder control Has bladder control. (see ADL section for further assessment) Has bladder control. (see ADL section: Cluster: Oral Facial Motor Control and Breat Control			unassisted	betstea	constraints performance		e attempted			
Laterally follows moving object or light. Vertically follows moving object or light. Circularly follows moving object or light. Circularly follows moving object or light. Searches with eyes for sound. Looks at (follows) vanishing object. Glances (focuses without fixating) from one object to another. Moves eyes without fixating) from one object to another. Moves eyes without fixating. 2.0 Sub-skill: Bowel and Bladder control. Has bowel control. (see ADL section for further assessment) Has bladder control. (see ADL section: Cluster: Oral (see Language		Subskill:	orms	sw10	1 uə	uəws				٠
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Vertically follows moving object or light. Circularly follows moving object or light. Searches with eyes for sound. Looks at (follows) vanishing object. Glances (focuses without fixating) from one object to another. Moves eyes without squinting. 2.0 Sub-skill: BOWEL AND BLADDER 2.1 Cluster: Bowel and Bladder control. Has bladder control. Has bladder control. Sovel and Section for further assessment. 3.0 Sub-Skill: BREATH CONTROL Facial Motor Control and Breat Control	A	Laterally follows moving object or light.						·		
Circularly follows moving object or light. Searches with eyes for sound. Looks at (follows) vanishing object. Glances (focuses without fixating) from one object to another. Moves eyes without squinting. 2.0 Sub-skill: BOWEL AND BLADDER 2.1 Cluster: Bowel and Bladder control. Has bowel control. Has bladder control. (see ADL section for further assessment) ment) 3.0 Sub-Skill: BREATH CONTROL (see Language section: Cluster: Oral Facial Motor Control and Breat Control	A	Vertically follows moving object or light.								
Searches with eyes for sound. Looks at (follows) vanishing object. Glances (focuses without fixating) from one object to another. Moves eyes without squinting. 2.0 Sub-skill: BOWEL AND BLADDER 2.1 Cluster: Bowel and Bladder control. Has bowel control. Has bladder control. Has bladder control. (see ADL section for further assessment) 3.0 Sub-Skill: BREATH CONTROL (see Language section: Cluster: Oral Facial Motor Control and Breat Control	A	Circularly follows moving object or light.		-						
Looks at (follows) vanishing object. Glances (focuses without fixating) from one object to another. Moves eyes without squinting. 2.0 Sub-skill: BOWEL AND BLADDER 2.1 Cluster: Bowel and Bladder control. Has bowel control. Has bowel control. See ADL section for further assessment) 3.0 Sub-Skill: BREATH CONTROL (see Language Section: Cluster: Oral Facial Motor Control and Breat Control	A	Searches with eyes for sound.								
Glances (focuses without fixating) from one object to another. Moves eyes without squinting. 2.0 Sub-skill: BOWEL AND BLADDER 2.1 Cluster: Bowel and Bladder control. Has bowel control. Has bladder control. Has bladder control. Facial Motor Control and Breat Control Facial Motor Control and Breat Control	A	Looks at (follows) vanishing object.								
Moves eyes without squinting. 2.0 Sub-skill: BOWEL AND BLADDER 2.1 Cluster: Bowel and Bladder control. Has bowel control. Has bladder control. Has bladder control. Sub-Skill: BREATH CONTROL (see Language section: Cluster: Oral Facial Motor Control and Breat Control	A	object								
2.0 Sub-skill: BOWEL AND BLADDER 2.1 Cluster: Bowel and Bladder control Has bowel control. Has bladder control. Has bladder control. (see ADL section for further assessment) 3.0 Sub-Skill: BREATH CONTROL (see Language section: Cluster: Oral Facial Motor Control and Breat Control	В	Moves eyes without squinting.			•					
Has bladder control. Has bladder control. (see ADL section for further assessment) 3.0 Sub-Skill: BREATH CONTROL (see Language section: Cluster: Oral Facial Motor Control and Breat Control		Sub-skill: BOWEL AND BLADDER Cluster: Bowel and Bladder		· .		 				
Has bladder control. (see ADL section for further assess-ment) 3.0 Sub-Skill: BREATH CONTROL (see Language section: Cluster: Oral Facial Motor Control and Breat Control	ပ	Has bowel control.								
Sub-Skill: BREATH CONTROL (see Language section: Cluster: Facial Motor Control and Breat	ഥ	bladder control. (see ADL section for further ment)					·			
		Sub-Skill: BREATH CONTROL (see Language section: Cluster: Facial Motor Control and Breat				-		,		

,		Performance	ance	Performance	mance		ı	
Code		Observed	ed	Unobserved	rved		Comments	
		pəzsisseur	sststed	constraints cerformance	needed sttempted		•	<u> </u>
	4.0 Subskill: DIGITAL	erforms u	s emiolis	medical o	nemesesesi	· ———		
		i	d	\dagger	B	_		
_ _	Clenches hands - outside fingers strongest with resistance to opening.				_			<u> </u>
¥	Clenches hand on contact with object, then drops.							
¥	Clasps and unclasps hands (interlocking fingers).		<u> </u>			_		
¥	Uses whole hand without thumb in grasping (palmar grasp).	-						
¥	Holds object in one hand. (palm upward and cupped)							
<u> </u>	Has hand-eye coordination in reaching.							
¥	Closes on dangling object.							
¥	Scratches and rakes with fingers,							
	Makes fist,							
A	Squeezes an object.							
<u> </u>	Shakes object.							
<u> </u>	Transfers object from hand to hand at midline.							
4	Releases object immediately when fingers are pried open.							
_	(0116:11) Fireh	_				<u>.</u>		



* a check in this column must be accompanied by a medical report

FINE MOTOR PERFORMANCE STATEMENTS

	Perf	Performance	Per	Performance	e			
	ops	Observed	Unol	Unobserved	F	Сол	Comments	
	unasstated	bejziess	constraints performance	t needed	e attempted			
4.0 Subskill: DIGITAL (cont.)	performs	performs	* medical prevent	turther	assistanc	·		
Bangs with fist.								
Holds thumb tip opposite other fingers when holding object.								9
Simultaneously manipulates object and rotates wrist,			\'					
Releases object by pressing against a firm surface,								
Releases object with abrupt extension of fingers only.								
Points with index finger,			-					
Plucks a string with one finger in a single motion instead of an abrupt motion,							·	
Releases object with gradual, symmetrical extension of fingers.				·				·
Holds and drinks from glass or cup with two hands.								
Holds and drinks from cup or glass with one hand,						-		
Turns knob.								
Scribbles with pencil or crayon.								
Stacks small objects.		,					·	
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		Perfo	Performance	Perf	Performance		,		•
Code		Observed	Lved	oun	Unobse rved	+		Comments	Т
		unassisted	assisted	constraints	t needed	e attempted			
	4.0 Subskill: DIGITAL (cont.)	performs	performs	* medical prevent	further assessmen	assistanc			
	Unzips zipper								1
	Unbuttons buttons (designate size)								
	Unscrews lid.					1			Í
	Strings beads (designate diameter in inches)								1
	Removes wrapper from candy.					+			- 1
	Manipulates egg beater.								- 1
	Feeds self with fork.		·			_			- i
	Consistently favors one hand.								1
	Holds pencil or crayon with thumb and fingers.				1	+			
	Snips with scissors,								- 1
	Cuts with scissors in straight lines.			·					1
	Makes line with crayon or pencil that starts and stops at designated points.			·					1
	Traces circle.								
	<u> </u>								1

* a check in this column must be accompanied by a medical report



FINE MOTOR PERFORMANCE STATEMENTS

පි	Code	Perfc Obse	Performance Observed	Perfe Unobs	Performance Unobserved	e	Comments	ıts	1
		pətstssenn	assisted	constraints performance	pəpəəu q	bedquedite e			ŧ
	4.0 Subskill: DIGITAL (cont.)	performs	performs	prevent	further assessmen	assistance			
	F Traces cross.								1
	F Closes fist and wiggles thumb in imitation.				·	 			1
	G Brushes teeth.								İ
	G Pours from one quart pitcher.								1
	H Cuts with scissors along curved or angling lines.								1
_	H Imitates spreading of hand and bringing thumb into opposition with each finger (right and left).								1
	H Folds paper (with edges overlapping).		-						1
- .	H Folds paper with edges together.								1
<u> </u>	H Traces square.								1
	H Laces shoes.								1
	Holds paper with opposite hand when writing.								1
	I Traces triangle.								1
	I Traces rectangle.								1
				-					1

* a check in this column must be accompanied by a medical report



FINE MOTOR PERFORMANCE STATEMENTS

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performs performs medical prevent further assessmen	edical report The forms A medical prevent further assessmen further assessmen further assessmen further assessmen further assessmen further	Mean	unassisted	assisted	constraints	pepean 1	e attempted			
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gonal line. aces.	gers on one hand with index finger of other. aces. this column must be accompanied by a medical report									
aces.	, a	gers on one hand with index finger of other.		·			_			
900	o A	gonal line.								
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performs unassisted duration/frequency durat	ರ೭	Code		Ferformance Observed	rma	d d		Performanc Unobserved	Performance Unobserved		Comments	ts	
5.0 Subskill: HEAD CONTROL Lifts head in supine position. Lifts head in supine position. Lifts head in prone position. Drops head in sitting. Bobs head in sitting. Stabilizes head in sitting. Stabilizes head in sitting. Stabilizes head on neck - moves head in every direction. Swivels head on neck - moves head in every direction Swivels head on neck - moves head in every direction Swivels head on neck - moves head in every direction Swivels head on neck - moves head in every direction Swivels head on neck - moves head in every direction A check in this column must be accompanied by a medical power.								performance	papaau qu	beigmeite acc			
Lifts head in supine position. Lifts head in prone position. Drops head in sitting. Bobs head in sitting. Stabilizes (balances) head in prone. Stabilizes head in sitting. Stabilizes head in sitting. Stabilizes head in supine. Stabilizes head in supine. Stabilizes head in supine. Swivels head on neck - moves head in every direction. vertically. Swivels head on neck - moves head in every direction circularly. * a check in this column must be accompanied by a medical report.			Subskill:					prevent		assistan	٠	•	
Lifts head in prone position. Drops head in sitting. Bobs head in sitting. Stabilizes (balances) head in prone. Stabilizes head in sitting. Stabilizes head in supine. Stabilizes head when body is tilted. Swivels head on neck - moves head in every direction. Swivels head on neck - moves head in every direction horizontally. Swivels head on neck - moves head in every direction circularly. * a check in this column must be accompanied by a medical remover.		¥	u ;			\vdash				·			
Bobs head in sitting. Stabilizes (balances) head in prone. Stabilizes head in sitting. Stabilizes head in supine. Stabilizes head when body is tilted. Swivels head on neck - moves head in every direction. Swivels head on neck - moves head in every direction horizontally. Swivels head on neck - moves head in every direction circularly. Swivels head on neck - moves head in every direction horizontally. * a check in this column must be accompanied by a medical rener.		A	Lifts head in prone position.				-						
Bobs head in sitting. Stabilizes (balances) head in prone. Stabilizes head in sitting. Stabilizes head in supine. Stabilizes head when body is tilted. Swivels head on neck - moves head in every direction. Swivels head on neck - moves head in every direction horizontally. Swivels head on neck - moves head in every direction circularly. * a check in this column must be accompanied by a meddeal		¥	Drops head in sitting.										
Stabilizes (balances) head in prone. Stabilizes head in sitting. Stabilizes head when body is tilted. Swivels head on neck - moves head in every direction. vertically. Swivels head on neck - moves head in every direction horizontally. Swivels head on neck - moves head in every direction circularly. * a check in this column must be accompanied by a medical		¥	Bobs head in sitting.										
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Swivels head on neck - moves head in every direction. Swivels head on neck - moves head in every direction horizontally. Swivels head on neck - moves head in every direction circularly. * a check in this column must be accompanied by a medical			Stabilizes head when body is tilted.				_					- 1	
Swivels head on neck - moves head in every direction horizontally. Swivels head on neck - moves head in every direction circularly. * a check in this column must be accompanied by a medical	-		- moves head in every d							*			
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6.0 Subskill: HEAD CONTROL FOSTURE 6.1 Cluster: Prone Flexes arms and legs and humps buttocks. Extends arms and legs and humps buttocks. Extends arms and legs on same side or flexes both arms. 6.2 Cluster: Supine Outstretches arms and legs on same side or flexes both arms. Flexes elbows and knees, hips partially flexed - symmetry of movement. Flexes elbows and knees, hips partially flexed - symmetry of site with back slightly flexed. Site with legs flexed. Site with legs flexed. Sites with legs flexed. Sites and turns from side to side. (sits and pivots)	Code		Performance Observed	wed	g.	Per. Unol	Performance Unobserved	a l	Comments	
6.0 Subskill: HEAD CONTROL POSTURE 6.1 Cluster: Prone Flexes arms and legs and humps buttocks. Extends arms and legs, buttocks flat (when awake) Supports self on forearms. 6.2 Cluster: Supine Outstretches arms and legs on same side or flexes both arms, with knees apart, soles of feet turned inward. Flexes elbows and knees, hips partially flexed - symmetry of movement. 6.3 Cluster: Sitting Sits with back slightly flexed. Sits with legs extended. Sits with legs extended. Sits and turns from side to side. (sits and pivots)				on/frequency	thatah/s	al constraints performance				
Flexes arms and legs and humps buttocks. Flexes arms and legs, buttocks flat (when awake) Extends arms and legs, buttocks flat (when awake) Supports self on forearms. 6.2 Cluster: Supine Outstretches arms and legs on same side or flexes both arms, with knees apart, soles of feet turned inward. Flexes elbows and knees, hips partially flexed - symmetry of movement. 6.3 Cluster: Sitting Sits with back slightly flexed. Sits with legs flexed. Sits with legs extended. Sits with legs extended. Sits and turns from side to side. (sits and pivots)		Subskill:		luratio	neteil	medics revent				
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Extends arms and legs, buttocks flat (when awake) Supports self on forearms. 6.2 Cluster: Supine Outstretches arms and legs on same side or flexes both arm with knees apart, soles of feet turned inward. Flexes elbows and knees, hips partially flexed - symmetry movement. 6.3 Cluster: Sitting Sits with back slightly flexed. Sits with legs flexed. Sits with legs extended. Sits with legs extended. Sits and turns from side to side. (sits and pivots)	A	arms and legs							·	
Supports self on forearms. 6.2 Cluster: Supine Outstretches arms and legs on same side or flexes both arm with knees apart, soles of feet turned inward. Flexes elbows and knees, hips partially flexed - symmetry movement. 6.3 Cluster: Sitting Sits with back slightly flexed. Sits with legs flexed. Sits with legs extended. Sits and turns from side to side. (sits and pivots)	A	arms and legs, buttocks flat (when			•		· _			:
Outstretches arms and legs on same side or flexes both arm with knees apart, soles of feet turned inward. Flexes elbows and knees, hips partially flexed - symmetry movement. 6.3 Cluster: Sitting Sits with back slightly flexed. Sits with legs flexed. Sits with legs extended. Sits with legs extended. Sits and turns from side to side. (sits and pivots)	4	Supports self on forearms.								
Outstretches arms and legs on same side or flexes both arm with knees apart, soles of feet turned inward. Flexes elbows and knees, hips partially flexed - symmetry movement. 6.3 Cluster: Sitting Sits with back slightly flexed. Sits with legs flexed. Sits with legs extended. Sits with legs extended. Sits and turns from side to side. (sits and pivots)		Cluster:								
Flexes elbows and knees, hips partially flexed - symmetry movement. 6.3 Cluster: Sitting Sits with back slightly flexed. Sits with back erect. Sits with legs flexed. Sits with legs extended. Sits and turns from side to side. (sits and pivots)	A	side or flexes both eet turned inward.								
6.3 Cluster: Sitting Sits with back slightly flexed. Sits with back erect. Sits with legs flexed. Sits with legs extended. Sits and turns from side to side. (sits and	∢ `	elbows and knees, hips partially flexed - symmetry movement.								
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Sits with back erect. Sits with legs flexed. Sits with legs extended. Sits and turns from side to side. (sits and	Ø	with back								
Sits with legs flexed. Sits with legs extended. Sits and turns from side to side. (sits and	Ø	with back								
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Sits and turns from side to side. (sits and	B	with legs								
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Performance Performance Comments	distance/height * medical constrainss prevent performance further assessment needed assistance attempted														
	6.0 Subskill: POSTURE (cont.) 6.3 Cluster: Sitting (cont.)	Pulls self to sitting position.	Bounces actively in sitting.	Sits, leans forward, returns to erect position,	Raises self to sitting position.	Sits, goes over to prone position.	Seats self in chair by backing into chair or sliding in sideways.	Seats self in chair by lowering body with legs,	Sits with feet crossed at ankles.	6.4 Cluster: Standing and Squatting	Rises to toes when held to stand.	Takes weight in standing, knees flexed.	Stands holding on, bottom out.	Bounces up and down when held in standing position.	Pulls self to stand.

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6.0 Subskill: POSTURE (cont.)	in sw.	. SW.	3/ u o	η/əɔɪ	it be:		eoue:			
6.3 Cluster: Standing and Squatting (cont.)	perfor	лојгад	durati	neisib	k medic preven	turthe	sisse			
Stands holding on, body erect.										7 1
Lowers self from standing (indicate how)	j	-						/		
Stands without support.		_	\dashv	\dashv						
Stoops and recovers. (balance)		\dashv	\neg	\dashv						
<pre>Stands up. (Depending on conditions, this skill can cover several clusters.)</pre>										 -
Stands on one foot.			\neg	- †		$ \top $				
Kneels.		\Box	\neg	\dashv						
Bends at waist to pick up object.				\dashv						т
Squats.										
Rises to feet without using hands.										 -
Stands on tip-toe.										
Stands on walking board,									-	



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	Perfo	P e rformance Observed	eo	Performanc Unobserved	Performance Unobserved		Comments	
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7.0 Subskill: LIMB CONTROL			stance,	Levent	ntther	nestetan		
7.1 Cluster: Arms-hands	+-	_ + -		d	1	?		
Flexes arm at elbow.								
Rotates arms at shoulder.							•	
Thrusts arms when on back.		-	\Box					
Keeps hands predominantly open.		-	\Box					
Holds object between two hands.	1	\dashv	\Box		1	1		
Closes on dangling object with two hands.	+							
Pulls object toward self with hand (s).		-				·		
Pushes object away from self with hand(s).								
Rotates wrist.								
Pats with hands.								
Scratches with hands.		_						
Rakes with hands.								
Reaches for objects with both hands. (supine)		-						
Reaches for objects, weight on forearm. (prone position)						:		
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	7.0 Subskill: LIMB CONTROL (cont.) 7.1 Cluster: Arms-Hands (cont.)	Reaches for objects with one hand (while sitting/standing).	Clutches objects (i.e. grasps and moves arm toward body).	Gestures with hands.	Throws ball (in any fashion).	Pounds or rolls clay (indicate whether with one or two hands.)	Throws ball overhead (specify one hand or two; describe accuracy)	Uses shoulder and elbow in throwing (specify one hand or two; describe accuracy)	Catches bounced ball (specify one hand or two)	Throws ball overhand (specify one hand or two; describe accuracy)	Throws ball underhand (specify one hand or two; describe accuracy)	Catches thrown ball (specify one hand or two)	
Per:	performs unassisted												
Performance Observed	performs assisted									-			_
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		LIMB CONTROL (cont.)	is at	joj.	ın sı		LOCOMOTION General	s or	its (
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		11:	er: ids)	s at wh	foot :nat	•	:: :r: !1 £	e ob	large objects other objects.
		Subskill:	Cluster:	le _s	ne i lter	a11.	Subskill: Cluster: on all f	arge lai	lar{ the
			a)	Rotates leg at hip joint. hrusts legs when on back.	Lifts one foot when supported in standing Kicks alternate legs.	Kicks ball.	S	Pulls large objects on floor. Carries large objects while walking.	Pushes large objects on floor without steering other objects.
		7.0	7.2 Flex	Rotates leg at hip joint. Thrusts legs when on back.	Lifi Kich	Kicl	8.0 8.1 Rock	Pul.	Pusl



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	Performance Observed	manc	a)	Performanc Unobserved	Performance Unobserved		Comments	
8.0 Subskill: LOCOMOTION (cont.) 8.1 Cluster: General (cont.)	performs unassisted performs assisted	duration/frequency.	distance/height	* medical constraints prevent performance	further assessment needed assestance attempted	needwaan aannaeteep		
Pushes large objects on floor and steers around other objects.								
Pulls large objects on floor and steers around other objects.								
Carries a partially filled cup of water (without spills).								
Pedals adult or child sized tricycle.								
Turns wide corners on tricycle.				_	\dashv	_		
Rides a swing, pumping with legs.								
8.2 Cluster: Rolling (indicate frequency, use of physical assists)						·		
In supine position, rolls part way toward right side.	\dashv					+		
In supine, rolls part way toward left side.	\dashv							
In prone position rolls part way toward right side.								
In prone, rolls part way toward left side.	-							
Rolls from stomach to back.	+			_	-	_	20	
Rolls from back to stomach.	+	\downarrow			+			
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code		Performance Observed	rman	ce	Perfe	Performance Unobserved	<u></u>	Comments	
	8.0 Subskill: LOCOMOTION (cont.) 8.2 Cluster: Rolling (cont.)	performs unassisted betsisted betsisted	duration/frequency	distance/heipht	* medical constraints prevent performance	further assessment needed	assistance attempted	SOUTH	
æ	Moves across floor by rolling or squirming.								
	8.3 Cluster: <u>Crawling/Creeping</u> (indicate frequency, distance)						,		
⋖	Displays crawling movements without progressing when in prone position.								
Ą	Creeps on tummy. (stomach touching floor)				• ,				
ပ	Creeps upstairs.								
ပ	Crawls on all fours, forward.					·			
ပ	Crawls on all fours, backward.							۷۱ معدد وفي	
ပ	Crawls upstairs and slides back down on buttocks.								
Q	Creeps backwards down stairs.								
	8.4 Cluster: Walking/Climbing								
A	Walks with support.		_						
~	Walks on sole of foot with heel touching ground first.								·
*	* a check in this column must be accompanied by a medical report								



	P e rformance Observed	rmanc	e,	Perfc Unobs	Performance Unobserved	i	Comments	
8.0 Subskill: LOCOMOTION (cont.) 8.4 Cluster: Walking/Climbing (cont.)	erforms unassisted	uration/frequency	istance/height	medical constraints revent performance	urther ssessment needed	beigmedise accempted		
Walks with same foot forward (cruises around furniture),	+	_ 	Р	d ×		8		
Walks with feet apart (indicate distance between feet).								
Walks forward alternating feet. (indicate position of arms and shoulders) Climbs on objects (furniture, play equipment) one foot at a time, hand over hand, alternating feet.								
Starts and stops walking.	-	_						
Walks on incline, (indicate position of arms and shoulders)								
Walks with arms extended.	\dashv				_			
Walks with opposite arms and legs forward.								
Walks on tip-toe.			i					
After climbing on objects, gets down again.								
Walks on walking board. (indicate if alternating feet)								
Walks upstairs.	·					· ·		
Walks on line. (indicate deviation)								
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	8.0 Subskill: LOCOMOTION (cont.)					ц		ue:			
	8.4 Cluster: Walking/Climbing (cont.)		ojzaď	dista		breve	səsse Çn ı rp	sisse	·		
		+	+-	-	+	+					
	Walks upstairs, alternating feet.		\dashv								
	8.5 Cluster: Running (Indicate rate, duration)										
	Starts running.			+							
	Stops running.	,					_				_
	Runs without falling.							·			
	Runs in a straight line only.		-			E gor					
	Runs avoiding obstacles.										
	Gallops.							_			
	Runs turning around obstacles and corners.	1	-		-						
	Runs on tip-toe.						_				
	Runs while playing games.										
	5.6 Cluster: Jumping (Indicate distance, height, breath)		_								
	ed.		-						·		
		·	-	\vdash	-	_					

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assistance attempted Performance pəpəəü assessment ταττρετ prevent performance medical constraints distance/height Performance duration/frequency performs assisted performs unassisted Jumps forward. (indicate if with one foot or two) Hops forward on each foot (without alternating). (skips). Jumps in one place on one foot (hops). Jumps from height. (indicate height) Jumps in place. (two feet together) Subskill: LOCOMOTION (cont.) Hops forward on alternating feet Jumping (cont.) Makes a standing broad jump. Jumps with feet together. Jumps over swinging rope. Jumps with feet apart. Cluster: Jumps backward. Jumps on toes. 8.0 9.8 Code

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Notes whether student lee skates, rollerskates, solventing, etc. Indicate whether student lee skates, rollerskates, solventing, etc. Snow or water skie, safaming, etc. The sasessment needed sasessment needed steeped sasessment needed need	. 					1	<u></u>			 • 			
8.0 Subskill: LOCOWOTION (cont.) Bances with rhythm. Dances with rhythm. Indicate whether student lee skates, rollerskates, snow or water skie, swimming, etc. Indicate whether student lee skates, rollerskates, snow or water skie, swimming, etc.	i £	ž.				-				***			
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8.0 Subskill: LOCOMOTION (cont.) 8.7 Cluster: Dancing Bances with rhythm. Dances with rhythm. Dances with rhythm. Indicate whether student ice skares, rollerskates, swimming, etc.										 			
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8.0 Subskill: LOCOMOTION (cont.) 8.7 Cluster: Dancing Dances with out rhythm. Dances with rhythm. Indicate whether student ice skates, rollerskates, snow or water skis, swimming, etc.	;e	ретврс	/əɔuɐɔː	stb									
8.0 Subskill: LOCOMOTION (cont.) 8.7 Cluster: Dancing Dances with out rhythm. Dances with rhythm. Indicate whether student ice skates, rollerskates, snow or water skis, swimming, etc.	mand	frequency	/acton/	ınp								- <u></u>	·
8.0 Subskill: LOCOMOTION (cont.) 8.7 Cluster: Dancing Dances with out rhythm. Dances with rhythm. Indicate whether student ice skates, rollerskates, snow or water skis, swimming, etc.	rfor b <u>se</u> r						_		•		•		
8.0 Subskill: LOCOMOTION (cont.) 8.7 Cluster: Dancing Dances without rhythm. Dances with rhythm. Indicate whether student ice skates, snow or water skis, swimming,	Pe	unassisted	sm101;	ıəd						٠			
8.0 Subskill: LOCOMOTION (cont.) 8.7 Cluster: Dancing Dances without rhythm. Dances with rhythm. Indicate whether student ice skates, snow or water skis, swimming,				. *									
8.0 Subskill: LOCOMOTION (cont.) 8.7 Cluster: Dancing Dances without rhythm. Dances with rhythm. Indicate whether student ice skates, snow or water skis, swimming,							*1						
8.0 Subskill: LOCOMOTION (cont.) 8.7 Cluster: Dancing Dances without rhythm. Dances with rhythm. Indicate whether student ice skates, snow or water skis, swimming,								໌					
8.0 Subskill: LOCOMOTION (cont.) 8.7 Cluster: Dancing Dances without rhythm. Dances with rhythm. Indicate whether student ice skates, snow or water skis, swimming,		•						kate					
8.0 Subskill: LOCOMOTION (cont.) 8.7 Cluster: Dancing Dances without rhythm. Dances with rhythm. Indicate whether student ice skates, snow or water skis, swimming,		-					•	lersi		•			
8.0 Subskill: LOCOMOTION (cont.) 8.7 Cluster: Dancing Dances without rhythm. Dances with rhythm. Indicate whether student ice skates, snow or water skis, swimming,								roll	ė				
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) N				ice , sw:					
			"	OTI(orl			ent skis					
				OCOM	cin	thm.	٠	tude er s					
					Dan	rhy	ythm	er s wat					
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				ubsk	uste	with	with	e wł snov					
						ces	seo	icat				•	
T I I				80	8.7	Dan	Dan	Ind					
	انه	-											
	Code					н	<u> </u>	_	_				

* a check in this column must be accompanied by a medical report



The Gross and Fine Motor Equipment Chart

The Gross and Fine Motor Equipment Chart presents five variables which should be considered by an educational planner or physician in determining the least restrictive use of equipment by a student. Before a motor objective is written for a student who uses adaptive equipment, an evaluator should review these five variables to determine if it is possible for the student to move to a less restrictive use of adaptive equipment.

The five variables which serve as column headings for the Equipment Chart are:

Types of Equipment - This variable refers to any type of adaptive, mechanical intervention a student might use to increase competency in a motor skill. The Chart's list of adaptive equipment is not exhaustive; however, it does provide general guidelines.

Time Intervals of Use - Possible time intervals during which a specific piece of equipment may be used are listed in this column. In instances where intervals of time are not relevant to the use of equipment, this column would be by-passing.

Frequencies of Use - The frequency with which a piece of equipment is used refers to the number of times in twenty-four hours the student requires a specific piece of adaptive equipment for the performance of a motor skill. An increase or decrease in the frequency with which a piece of equipment is used can determine the degree to which the student is restricted in motor performance.

Situations Surrounding Use - Situations from daily living around which the use of adaptive equipment may revolve are randomly listel. Equipment which a student uses may not be necessary in all situations. A student's objective should indicate those situations in which there is a need for mechanical intervention. When use of equipment is not situationally determined, this column need not be considered.

Types of Assistance Required for Proper Use - Assistance for proper use of equipment may vary in time, situation, degree of assistance, or number of assistants needed. When appropriate, these factors should be examined to determine the least restrictive type (s) of assistance to be incorporated into a student's educational program.

Manipulation of the options described in the Gross and Fine Motor Equipment Chart should be done cautiously and only with medical guidance.



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(All alterations in equipment must be made under a doctor's supervision)

1		GROSS A	AND FINE MOTOR EQUIPMENT CHART	CHART (for Assessment)	
	TYPES OF EQUIPMENT	TIME INTERVALS OF USE	FREQUENCIES OF USE	SITUATIONS SURROUNDING USE	ASSISTANCE PROVIDED FOR PROPER USE
- 1 '	GROSS MOTOR:	continual	constant	locomotion	total assistance from
	Tarriigs	situationally deter-	situationally deter-	communication	anorner "
	ped	mined (see column 4)	mined (see column 4)		partial, specific
	uhool chair			academics	assistance is requir-
	תווכבו כוומדו	wantiig mouts	TO OI MOIE CIMES PEI	fatigue	throughout the day.
	sliding board	sleeping hours			
	hraces	12 - 16 hours	7 - 9 times per day	self hygiene	assistance is required
		SIDON OT _ 71	4 - 6 times per day	sitting	at fixed hours during
	crutches	8 - 11 hours)	C	the day.
	F		2 - 3 times per day	standing	
	walker	4 - 7 hours		•	ST.
	cane	2 - 3 hours	U - I time per day	tolleting	only when it is requested by the
	orthonodic choos	, C	~ ~	dressing	student.
				eating	
	FINE MOTOR:			grooming	-
	pointer for head			0	
	,		Not a factor	other	
	braces	Time is not a	of use.	Not a factor in	Not required.
	typewriter	,		use.	
	large pencil				*indicate if more than
	adaptive pencil grip				one person is required.
_					

The Objective Chart

The Objective Chart is intended to assist educational planners to detail specific motor objectives and other information relevant to a student's objectives. Included on the chart are mechanical intervention (the use of adaptive equipment), instructional intervention, and suggested student teacher ratio.



Recommended Student/ Teacher Ratio				
Instructional or Envi- ronmental Intervention Required to Attain Ob- jective	to the separation of	www.www.company		
Mechanical Intervention Required to Attain Objective				
Objective				

References

Bayley Scales of Infant Development

Cattell Infant Intelligence Test

Denver Development Screening Test

Developmental Guidelines (Sprugel and Goldberg)

Gesell Developmental Schedules

Merrill Palmer Scale

Sheriden Developmental Scale

Slosson Intelligence Test

Vineland Social Maturity Scale

Hurlock, Elizabeth. Child Development. New York: McGraw-Hill, 1956.



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EARLY LANGUAGE DEVELOPMENT

Introduction

Included in the Early Language section are three components which together are intended to provide the following: assistance in pinpointing language skill areas requiring detailed assessment; a method for determining skill level and a choice of feasible learning objectives for the student's continued progress in the several skill areas of language development: and a means of determining objectives compatible with selected language objectives to provide an integrated, developmentally logical program.

- 1) Screening Assessment: This is a set of broadly stated objectives that summarize the skills within particular skill areas, such as Perception, Motor Control, etc. The objectives are the "terminal objectives" for the skill areas. By reviewing the objectives in the screen, the evaluator is able to determine which skill areas are part of the student's current repertoire and which need more detailed assessment.
- 2) Performance Statements: After determining which skill areas should be assessed in detail, the evaluator may then select the corresponding sets of performance statements which describe the "facilitating" or intermediate skills which must be acquired before the terminal objective is met. An item-by-item review of the statements in a skill area reveals the skills the student already displays and those that are potential learning objectives. The response format also notes various conditions of performance thus providing important programming information.
- 3) Next Step Charts: The first of these is a "Cross-Cluster" chart which is provided to give the evaluator/teacher an index to the performance levels that might be expected of a student at a given stage of development in six language related areas: Motor, Articulation, Perceptual-Motor, Expression, Reception, and Cognition. The chart is intended to be used as a rough index; the teacher must allow individual differences in students' communication styles and developmental sequences to structure its use.

The second chart, the "Language Objectives Chart" is provided as an aid for considering individual differences when planning the programming of a specific language objective. The chart requires the objective to be broken down into communication channels for both the student and the teacher and may be used for planning, record keeping, or task analysis of skills.



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The following outline lists skill areas that are part of the total "Language Development" process. The statements contained in this volume represent only the beginning levels of reception, association and expression. Each of the headings listed below describes one or more potential skill clusters. Those printed in capitals have been written in some detail in this volume. The starred (*) headings are incomplete clusters which will be reorganized and treated more precisely in the second volume of the Educational Evaluation and Planning Package. The headings enclosed in parentheses are clusters now being developed and not included in this volume. Those clusters will undergo extensive refinement before their publication in the second volume. The list below is incomplete and tentative; addition and revision is to be expected. The outline is included to give the reader an idea of the end goals and of the relevance of each cluster to those end goals.

"RECEPTION"	"ASSOCIATION"	"EXPRESSION" (Speech &
PERCEPTION:		Sign) MOTOR CONTROL:
TACTILE		ORAL/FACIAL
VISUAL		MANUAL/GESTURAL
AUDITORY	PERCEPTUAL MOTOR:	(Manual/Graphic)
	IMITATION	(Mandal) Graphic)
	Body Image*	•
COMPREHENSION:	body image	BASIC EXPRESSION:
NONVERBAL		GESTURES
Verbal/Signed*		VOCALIZATION
Prepositions *	PERCEPTUAL CONCEPTS:	PHONOLOGY:
Sentences *	Quantity *	BABBLING
(Relationships:	(Time)	ARTICULATION
agent/action/object)	Space *	Breath Control*
Numbers *	Self/Other *	SYNTAX DEVELOPMENT:
(Letters)	5525, 5252	SINGLE WORD/
Signs *	(Reality)	TWO WORD SENTENCE
(Written Words)	(,	Questions *
, ,		Noun Phrases *
	Conceptualization *	Pronouns *
•		Prepositions *
		3 Word Sentence *
		Conjunctions *
(Reading:		Object/Action/Agent
Word Recognition		Relationships*
Sentence Recognition		
)		Syntax Elaboration:*
		(Adverbs)
(Grammatical Relationships)		Adjectives *
·		(Compound sentences)
(Concepts)	(Cognition)	(Complex sentences)
	* ""	(Descriptive Expression:
)
w		



(Graphic Expression)

Early Language Screening Assessment

The Screening Assessment is intended to save time and to concentrate the evaluator's efforts in the areas where detailed assessment is indicated. In the screen below, the objectives are listed sequentially and grouped according to skill area (Perception, Motor Control, etc.). The objectives listed summarize the performance statements within a cluster of skills.

The evaluator should respond to each item on the screening assessment. If the skill described is displayed spontaneously by the student and in the appropriate context, then the evaluator should mark "Observed." If intervention or prerequisite instruction is necessary to encourage the student to display the skill at the appropriate time, then the evaluator should mark "Conditionally Observed." If the evaluator determines that an objective is "Nonapplicable medically," then a medical or clinical report justifying that decision must be included.

When all objectives on the screening device are "Observed," then the screen may serve as the entire Early Language Assessment. If an objective is marked "Conditionally observed," the evaluator should then complete the cluster checklist in the Performance Statements Section which corresponds to that objective. The completed Screening Assessment together with any completed cluster checklist and medical reports then comprise the Early Language Assessment.

PERCEPTI	<u>ON</u>	Observed	Conditionally Observed	Nonapplicable Medically
1.	Anticipates events by interpreting tactile cues, e.g., expects meals when seated at table or touched with spoon to lips.			
2.	Localizes with eyes and follows an object across his/her total field of vision.			
3.	Anticipates events by interpreting visual cues (mother with coat on means going out).			
4.	Localizes sounds by turning eyes, head, body in correct direction			
5.	Identifies familiar sounds with the source of that sound.			. 🗆



6.	Attaches meaning to familiar sounds, anticipates events by interpreting auditory cues.	Observed	Observed
MOTOR C	ONTROL		
7.	Mouths and chews toys and other objects.		
8	Moves mouth, lips, tongue, and controls breathing while eating; bites, chews and swallows food.		
9.	Drinks liquids through a straw.		
10.	Bends arm, flexes wrist, and moves fingers of hand individually.		
PERCEPT	UAL-MOTOR		
11.	Imitates single and paired gross motor movements demonstrated visually or tactually.		
12.	Moves tongue, lips, mouth in imitation of single movements demonstrated visually or tactually.		
13.	Reproduces simple (4 beat) irregular rhythm patterns transmitted through sound, visual example or touch.		
14.	Takes two short, deep breaths imitating the breathing rhythm given by teacher.		
15.	Touches body parts of doll or teacher in imitation of teacher.		
16.	Moves own body around, under, over and between obstacles,		
17.	Positions objects in imitation of teacher's actions.		
RECEPTI	VE COMPREHENSION		
18.	Follows simple (single concept) gross motor directions communicated through tactual cues or by gestures, which may be visual or tactual.		
19.	Follows simple (single concept) gross motor commands communicated through words paired with gestures.		



			Observed	Conditionally	Observed	Nonapplicable
	20.	Follows simple (single concept) gross motor commands communicated orally & verbally or by sign (North American Sign or other accepted system).		ĺ		
	21.	Given two blocks and a topless box, the student places the objects over, in, under, behind, on top of, beside, out, on, between one another on request.		[
,	22.	Carries out three step directions involving prepositions and more than one object.		[
	23.	Remembers a three-step performance sequence; retains word up to two minutes and repeats/recognizes word.				
BA	SIC E	XPRESSION				
	24.	Uses gestures to communicate "yes/no" and basic wants or needs (food, water, toilet).			1	
	25.	Gestures to express activities and verb ideas such as "GO".			ſ	
	26.	Vocalizes to gain attention, to express satisfaction or discomfort, for own entertainment (no apparent stimulus).			[
	27.	"Names" in his/her own word sounds one familiar object or person.			[
	28.	Names objects and pictures of familiar objects, up to six.			[
PH	ONOLO	<u>GY</u>				
*	29.	Produces assorted vowel like noises vocally including the sounds ah, \overline{oo} , \overline{u} , \overline{o} , \overline{a} , \overline{e} , and blends of these sounds with consonants including ma, ba, ga, da, etc.				
*	30.	Articulates the vowels and dipthongs: e, i, e, a, u, o, a, a, oo, oo, a, i, o, u, ou, oi.				
*	31.	Articulates the voiced consonants: v, t¼, b, d, g, z, zh, j, m, n, ng, 1, r, w, y.				
*	32.	Articulates the voiceless consonants: h,wh, f, p, t, k, s, sh, ch, th.				

* Example words in performance statement.



		Observed	Conditionall Observed	Nonapplicabl
33.	Articulates the consonants as they appear in the initial, medial, and/or final positions.			
34.	Articulates consonant blends, including R blends, L blends, 'S blends and three element blends.			
35.	Demonstrates breath control in speech by correctly imitating the teacher's differentiation of sounds in word pairs such as "it, hit."			
SYNTAX	DEVELOPMENT			
36.	Uses single words/signs in different capacities, including nominative, possessive, imperative.		ជា	
37.	Uses two-word/sign combination including noun-noun, noun-verb, adjective-noun, verb-noun.		_	
38.	Asks "Wh-" questions.			
39.	Asks questions by reversing word order, beginning sentence with verb.			
. 40.	Uses adjectives and possessive pronouns with nouns.			
41.	Uses regular plurals of familiar nouns.			
42.	Uses singular and plural 1st, 2nd, and 3rd person personal pronouns as subjects and objects.			
43.	Uses prepositions to express the location of a visible object in answer to the question, "Where is the?"			
44.	Uses three-word sentence patterns that include a subject and verb.			
45.	Uses conjunctions "and," "but", "or" to link like units, noun to noun, verb to verb, sentence to sentence.			
46.	Uses simple present tense of regular verbs with subject-verb agreement.			
47.	Forms past tense of regular verbs and of familiar irregulars (e.g., "went").			
48.	Uses "do" and "can" as auxilaries to form present tenses.			



			Observed	Conditional.	Nonapplicab.
49	9.	Uses "not" in a noun-verb construction to negate the stated action.			
50	ο.	Uses adjective forms with the "to be" verbs or with "got" to express the passive idea - "is broken" "got hurt."			
CONC	EPT	FORMATION			
51	L.	Puts together items that go together because of shared attribute e.g., matches by color, size, shape, category.			
52	2.	Distributes objects in containers in a 1-to-1 correspondence.	<u>`</u>		
53	3.	Counts three objects.			
54	4 .	Puts together 12 piece puzzle			
55	5.	Matches pictures of same object taken from different perspectives.		100	
56	5.	Sequences set of objects according to graduated size.			
57	7.	Sequences set of four pictures according to time of occurence of pictured action.			



Early Language Development Performance Statements

The performance statements are labeled by "Skill Area" (e.g., Perception, Phonology) and "Cluster" (e.g., Tactile Perception, Articulation). For each cluster there are one or more "Terminal Objective(s)." These terminal objectives are the numbered objectives which appear on the Screening Assessment. The evaluator uses these objectives as an index to select the clusters of performance statements which should be reviewed. For any objective marked Conditionally Observed on the screen, the evaluator should select the corresponding list of performance statements and record the conditions under which performance of each skill occurs. The conditions are explained below.

- A. <u>Performance without assistance</u>: The evaluator checks this space if the student displays the skill both independently and in response to the appropriate situation.
- B. Performance occurs when teacher intervenes: If the student does not display the skill independently, the evaluator may restructure the situation in any of the following ways to elicit the desired response.

Motivational/Social Intervention: By giving social praise or a form of tangible reinforcement or reward, the teacher attempts to encourage the desired behavior.

Environmental Structure: The teacher changes the setting, altering the location, atmosphere, amount of distraction, etc.

Instructional Directions: The evaluator instructs the student as to what actions s/he should perform, e.g., "Open your mouth." Directions may be spoken, written, gestured, or signed.

<u>Instructional Demonstration</u>: The evaluator performs the skill showing the student exactly what is expected. Models may be visual (demonstration of a motor movement), auditory (demonstration of a sound or verbal pattern), or tactile (demonstration of a position, vibration or motion which the student may feel) . . . Or a combination of all three.

Physical Assistance: The evaluator leads the student through the physical (motor) components of the skill, actually performing the movements with or for the student.

C. <u>Performance not Observed</u>: The evaluator did not see the skill displayed with or without intervention.



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Every intervention category may not apply to every performance statement. For example, the statements in the "Imitation" clusters include a model as part of the skill. Also, certain of the more advanced oral expressive skills may not have a specific motor component as ability to articulate is already assumed.

A category of "Non-applicable" has not been provided. In most cases, there is no observable basis for determining that underlying physiological, psychoemotional or cognitive factors exist that might explain the presence or absence of language skills. What is sometimes observable is the efficiency or appropriateness of a particular mode of reception or expression, i.e., sight, speech, sign, hearing, etc. An attempt has been made to cluster skills according to receptive and expressive modes (Auditory, Tactile, Visual; Manual, Oral, Graphic) so that the evaluator may select appropriate clusters.

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LANGUAGE DEV	_	PMEN.	<u> </u>	_				_	
LANGUAGE SKILL AREA: PERCEPTION	stance			rfo				. 444	a a
CLUSTER: Tactile Perception	Si	Tea	ache	curs r Ir	iter		es,	pə	·
Terminal Objective(s):	t. as		(ivi	1g			Observed	
 Student anticipates events by interpreting tactile cues, e.g., expects meals when seated at table. Facilitating Skills: 	Performance without	Motivational/Social Intervention	Environmenta Structure	Instructions.	Instructional Demonstration	hysical Assistance	Mechanical Aids (Physical)	Not	COMMENTS:
	- F	ΣΗ	ωs	H A		, 4	Й	- b	
Smiles, changes expression in response to touching and handling when caressed. Watches" own hands move, feels hand motion	_		-	-	·				
by placing hands against cheek, etc.			-		-			-	
3. Plays with own body or clothing. 4. Engages in sensory exploration of objects	_				-				
with hands, mouth, eyes, etc. 5. Responds to vibration of moving or vibrating object touched to skip.							-		·
6. Startles or moves when touched with cold or wet surface, e.g., with an ice cube.									
 Turns to "see" when touched on shoulder from behind. 									
8. Turns to "see" when person behind blows gently on student's neck.	_		_						
9 Recognizes touch of familiar person	_	_	<u> </u>	ļ	igspace				
10. Responds to touch of spoon, bottle at mouth by expecting food.									
11. Uses cues such as touch, motion (of elevator chair) to anticipate what will happen	!	_	_					_	
· · · · · · · · · · · · · · · · · · ·		ļ. 	<u> </u>					_	
			_		-				· · · · · · · · · · · · · · · · · · ·
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	_				\vdash			\vdash	·
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	نـــا								



LANGUAGE DEV	ELU	PILEN	1						<u> </u>
LANGUAGE SKILL AREA: PERCEPTION	ance			rfo					
CLUSTER: Visual Perception	sist	Te	ache		ntei	ren cvene	es,	ed	
Terminal Objective(s): 2. Student localizes with eyes and follows an object across total field of vision. 3. Student anticipates events by interpreting visual cues. Facilitating Skills:	Performance without as	Motivational/Social		Instructions, Directions		Physical Assistance	Mechanical Aids (Physical)	Performance Not Observed	COMMENTS:
 Blinks, turns away from, looks toward light introduced suddenly. 							,		
2. Looks at objects held in front of face.									
3. Looks at faces coming into circle of vision.	_								
4. Follows movement of objects to midline.	L	_	_	_	igspace				
5. Follows movement of objects across midline.6. Meets another person's eyes momentarily	<u> </u>	_	↓_	-	_			_	
when face to face. 7. Follows with eyes vertical movement of	-	_	-	_	_	-		-	
object. 8. Follows with eyes horizontal movement of			-		\vdash				
object. 9. Follows with eyes circular movement of		! —	<u> </u>		_				
object. 10. Looks at speaker, object for up to one		_	-		\vdash				
minute.			\vdash	_	<u> </u>				· ·
11. Plays with mirror image. 12. Inspects objects, looking at them, turning				-	-				
them around, etc.				-	 		_		
13. Glances from one object to another. 14. Looks through contents of box, picking up			-		-				
different objects staring at them, etc. 15. Looks at pictures if they are named or			<u> </u>		-			Н	
pointed to, continues looking about 20 secon 16. Recognizes familiar faces, approaches or	ds.		-		-	Ŀ			
changes expressions in greeting. 17. Looks after fallen or disappearing object.			-	-	\vdash			Н	
18. Anticipates events by interpreting visual	-				\vdash				
cues (Mother with coat on indicates leaving)			_		\vdash				
			-		H			\vdash	
			-	-	\vdash				
· · · · · · · · · · · · · · · · · · ·			1	i	1		İ		



	LANGUAGE DEV	_	ALCIA I	<u> </u>		_					
LANGUAGE SKILL AREA:	PERCEPTION	ance			rfor						
CLUSTER: Auditory Perc	eption	ssistan	Tea	ache	curs r I n	ter		s,	pe		
eyes, head, h 5. Student ident the source of 6. Student attac sounds, antic	lizes sounds by turning body in correct direction. tifies familiar sounds with	without a	Motivational/Social Intervention	Environmental Structure	Instructions, Directions	laI	Physical Assistance	Mechanical Aids (Physical)	Performance Not Observed	COMMENTS:	
1. Demonstrates a st	tartle response to sudden,	\vdash							H		
loud noise (bell.	on or stops activity when a	+-	-				•		\vdash	-	_
3. Cries, smiles, mo	s heard (ring of bell, clic oves, etc. when a voice is	-	-						H		
heard. 4. Changes or stops	activity at any intrusive	T									
5. Changes or stops	activity when any voice	 									
	activity when a continuous		-		-		_				
_	es or by turning head or	 					40.				
	by turning eyes, head,	T									-
	es to locate sound of	T					-				
	r with eyes/body orienta-										
ll. Follows alternati	ing sources of sound by mov	d									
12. Demonstrates reco	gnițion of familiar voice king smiling etc.	e rigidal		3.4							
	me, responding by looking,										
	by ceasing activity,										_
15. Identifies source	of environmental sounds by	14.)									
16. Anticipates events cues (car motor in	s by interpreting auditory n drive indicates visitor).	Γ.									_
17. Identifies sound v	with object which produced 1 ring, selects hell from									1	Alfa, Produ
choice of noisemal											
					<u> </u>						
·		lacksquare		<u> </u>	<u> </u>						
		igspace			_			_		· · · · · · · · · · · · · · · · · · ·	
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LANGUAGE DEV	FFOI	TY I'L	<u>и т</u>						
LANGUAGE SKILL AREA: MOTOR CONTROL	ance			erfo					
CLUSTER: Oralfacial Motor Control	sist	${ m T}\epsilon$	each	ccur: er I:	ntei		es,	rved	
Terminal Objective(s):	as	┡	_	Givi	ng T			י ט	
Student mouths and chews toys and other	without	ial						sq0	
objects.	ith	Social					1s	ot 1	
 Student moves mouth, lips, tongue, and controls breathing while eating; bites, 		1/	a I	18,	la!		Aid	e No	
chews and swallows food.	nce	no.	ient	ior	101	ce	a1 1)	nce	COMMENTS:
Student drinks liquids from a straw.	rma	ati	Onn	uct	uct	cal tan	nic	огта	. #
First 1 (Navid on 10) (11)	Performance	Motivational	Vir	str	<u>Instruction</u> Demonstrati	Physical Assistance	Mechanical (Physical)	rfo	·
Facilitating Skills:	Pe	ν V	티면수	Instructions, Directions	In	Ph As	Me (P	Pe	
1. Moves tongue, inhales, exhales, closes mouth observed when s/he									
observed when s/he a cries b. yawns			†	 					
c. Sneezes									
d. coughs							_		
 Plays with own mouth, inserting fist or fingers in mouth. 									
3. Brings objects up to face for inspection.									
4. Touches objects to lips.									
, 5. Mouths objects.									
6. Licks objects.									
7. Bites and chews objects.									
8. Opens mouth when offered food, bottle.									
 Closes lips to form partial seal around nipple, finger, spoon. 									
10. Closes mouth, observed while eating.				0.14	_				
11. Closes lips, observed while eating.									
12. Sucks and swallows when bottle containing liquid is held to lips									
13. Breathes through nose while sucking, eating.									
14. Drops tongue to allow food to enter mouth.									
15. Sucks liquid from cup or glass held against									
16. Moves liquid, food from front of mouth to back of mouth by drawing with tongue & cheek.									
17. Moves food from front of mouth to back of mouth with tongue									
18. Takes food off spoon by sealing lips around spoon.									
 Eats semisolids placed in mouth by sucking, mouthing food. 									
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LANGUAGE SKILL AREA: MOTOR CONTROL CLUSTER: Oralfacial Motor Control, continued Terminal Objective(s):	assistance	Tea	Pe Oc iche	rfor curs r In ivin	Whe	en	s,	Observed	
(Objectives 7-9, continued) Facilitating Skills:	. 3	Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)	Performance Not Ob	COMMENTS:
20. Uses lips, tongue, teeth to remove food from fork.									
Bites off portion of soft, solid food (fish stick, cake, cracker, etc.).									
22. Moves food to side of mouth to chew and crush.									
23. Chews and crushes food thoroughly before swallowing.									
24. Licks lollipop or ice cream cone.									
25. Sucks hard candy.									
26. Blows bubbles in drink, blows on food.									
27. Blows through a straw.									
28. Sucks through a straw.									·
29. Drinks through a straw.									
20. Chews gum.									
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LANGUAGE SKILL AREA: MOTOR CONTROL	stance			rfo					
CLUSTER: Manual and Gestural Motor Control	sist	Te		curs er In		en vene	es,	. pa	
Terminal Objective(s):	as		1	Givi	ng		.]	Observed	
10. Student bends arm, flexes wrist, and moves fingers of hand individually.	Performance without	Motivational/Social	Environmental Structure	Instructions, Directions	Instructional Demonstration	i .	Mechanical Aids	mance Not	COMMENTS:
Facilitating Skills:	Perf	Moti	Envi	Inst	Inst Demo	Physical Assistan	Mechan	Perf	
1. Brings hand to mouth.							Г		
2. Reaches with both hands.									
3. Reaches with one hand.									
4. Raises one arm to shoulder level.									
5. Raises one arm above head.									
 Bends elbow, bringing arm against chest from extended position. 									
7. Picks up objects with palmar grasp.									
8. Transfers an object from one place to another.									
9. Waves hand.									-
10. Uses thumb opposed to several extended fingers to pick up small objects.									
 Uses thumb and tip of index finger to pick up pellet-sized objects. 									
12. Releases objects held in hand.									
13. Points with index finger.									
14. Pushes small car back and forth on table top.									
15. Uses both hands together, one holding, one manipulating.									
 Traces with index finger (using either visua or tactual cues as guide). 				·					
17. Moves outstretched arm from one side of body to other.									
18. Holds hand in palm position, fingers straight.									
19. Closes hand into fist.									
20. Closes fist and moves thumb.							-		
21. Rotates wrist.									
22. Touches tip of thumb to tip of each finger of same hand one at a time.									



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without	vational/Social rvention				ical crance	anical Aids	Not	
Perf	Moti. Inte	Envi Stru	Inst	Inst Demo	Phys Assi	Mech (Phy	Perf	
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	assist	Performance without assist Motivational/Social H Intervention	Performance without assist Motivational/Social Lantervention Environmental Day O Structure	Performance without assist Motivational/Social Intervention Environmental Structure Instructions A in instructions A in	Performance without assist Motivational/Social at Intervention Environmental Structure Structure Directions Instructional Banus Bunis Buni	Performance without assist Motivational/Social Intervention Environmental Structure Instructions, Directions Burst Demonstration Physical Assistance	Performance without assist Motivational/Social Motivational/Social Intervention Environmental Structure Instructional Directions Directions Physical Assistance Mechanical Aids (Physical)	Performance without assist Motivational/Social Intervention Environmental Structure Instructions Directions Directions Directional Bemonstration Physical Assistance Mechanical Aids (Physical) Performance Not Observed



LANGUAGE DEV		11122	11	_				_	
LANGUAGE SKILL AREA: PERCEPTUAL-MOTOR	stance			erfo ccur					
CLUSTER: Motor Control of Speech Mechanisms	ssis	Т	each		ntei	vene	s,	ved	·
Terminal Objective(s);	ъ.			I	I g		_	served	
12. Student moves tongue, lips, mouth in	iout	Socia						Obs	
imitation of single movements demonstrated visually or tactually.	Performance without	I	Intervention Environmental Structure	Instructions, Directions	Instructional Demonstration	al ance	ical Aids	ormance Not	COMMENTS:
Facilitating Skills: (no substitution)	Perfor	Motiva	Envire	Instru	Instru	Physical Assistanc	Mechanica (Physical	Perfor	
FOLLOWING A DEMONSTRATION OF THE ACTION BY THE									
TEACHER, THE STUDENT									·
1. Opens mouth wide.									_
2. Closes mouth.									
3. Parts lips.									
4. Seals lips.									
5. Points tongue straight out.									
6. Smiles.									
7. Purses lips (exaggerated oo as in "you").									
8. Raises upper lip (exaggerated ceee as in "see").									
9. Points tongue toward nose.									
10. Points tongue toward chin.									
11. Moves tongue in and out of open mouth.									
12. Touches tip of tongue to upper lip.									
13. Touches tip of tongue to lower lip.			_					Ц	
14. Touches tip of tongue to upper front teeth.		Ŀ							
15. Touches tip of tongue to lower front teeth.									
16. Lifts tip of tongue up and back to touch palate.									·
17. Touches lower teeth to upper lip.									
18. Touches upper teeth to lower lip.									
19. Humps tongue to touch palate with raised middle portion of tongue (as in hard "g")									
20. Touches tip of tongue to backs of upper front teeth.									,
middle portion of tongue (as in hard "g") 20. Touches tip of tongue to backs of upper									



LANGUAGE SKILL AREA: PERCEPTUAL-MOTOR CLUSTER: Motor Control of Speech Mechanisms. continued Terminal Objective(s):	assistance	Tea	Oc ache	erfor curs er In Givin	. W	en	es,	Observed	
Objective 12, continued Facilitating Skills:	Performance without	Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)	Not	COMMENTS:
21. Touches tip of tongue to gum ridge behind upper front teeth 22. Touches tip of tongue to backs of lower									···
front teeth.		_	_	_	_				
23. Touches tip of tongue to upper inside front gumridge and then to lower in one motion. 24. Moves tongue laterally to touch left corner			<u> </u>		_				
of mouth.	_			_	L				
of mouth.									·
then the other corners of mouth in one side			_	ļ	_				
to side motion.									
	<u> </u>								
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LANGUAGE DEV	FILU	PME.	N I						·
LANGUAGE SKILL AREA: PERCEPTUAL-MOTOR	ance			erfo					·
CLUSTER: Motor Control of Rhythmic Breathing	sist	T	each		ntei	ren evene	es,	pə.	
Terminal Objective(s):	t as		1	Givi	ng	_		Observed	
13. Student reproduces simple (4 beat)	without	Social					,,	t Ob	
irregular rhythm patterns transmitted through sound, visual example or touch	Į.	1/8	al	ıs,	al		Aids	No	
14. Student takes two short, deep breaths imitating the breathing rhythm given	ance	iona	ntic ment	tion	tion	ical stance	cal al)	ance	COMMENTS:
by teacher.	erformance	Motivational	Intervention Environmental	Instructions Directions	<u>Instructional</u> Demonstration	Physical Assistan	Mechanical (Physical)	forman	
Facilitating Skills:	Per	Mot	Ent	Ins	Ins	Phys Assi	Mec. (Ph.	Perf	
BY TAPPING, CLAPPING OR ANY OTHER PREDETERMINED									,
SYSTEM, THE STUDENT									
1. Imitates a single beat given by teacher (o).									
2. Imitates two slow beats (o o).									
3. Imitates two rapid beats (oo).									
4. Imitates three slow regular beats (o o o).									
J. Imitates three irregular beats (oo o; o oo).									
6. Imitates four slow regular beats (o o o o).									
7. Imitates four irregular veats (o o oo; ooo o; etc.).									
GIVEN A MODEL OF THE EXPECTED BEHAVIOR AND CUES									
FRO! THE TEACHER, THE STUDENT									
8. Takes an audible deep breath through mouth.									
9. Inhales deeply and exhales through mouth.									
10. Takes a deep breath through nose.									
11. Inhales deeply and exhales through nose.									
12. Blows out a candle.									
13. Inhales deeply and holds breath 2 seconds.									
14. Inhales deeply, holds breath two seconds, then exhales slowly.									
15. Inhales deeply, holds breath three seconds, then exhales slowly.									
 Takes two short deep breaths (inhalations and exhalations) in imitation of pattern 									
given be teacher (oo oo; o oo; o ooo, etc.).									
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LANGUAGE SKILL AREA: PERCEPTUAL-MOTOR	4	tance			rfo					
CLUSTER: Position in space, Body Image	_	ssist	Tea	ache	curs er In Givin	itei	ien :vene	s,	ved	
Terminal Objective(s):	1	a	Ę		71 11	I E			Observed	
15. Student touches body parts of doll of teacher in imitation of teacher.	r	without	Social					sp	ų	,
16. Student moves own body around, under over and between obstacles.		ce w	nal/ ion	ntal	ons,	onal	نه	l Aid	ce N	COMMENTS:
17. Student positions objects in imitati of teacher's actions.	on	Performance	Motivational, Intervention	ronme	ructi	<u>fructi</u>	Physical Assistance	hanica	Performance	
Facilitating Skills: (Demonstrations may be visuor tactual).	al	Peri	Moti	Env	Inst	Inst	Phys	Mec (Ph	Per	
 Touches own nose, arm, other body part in imitation. 										
Touches nose, arm, other body part of doll in imitation.						_				
 Touches nose, arm, other body part of teac in imitation. 	he									
4. Touches own arm, leg, face, hand, stomach imitation.	_		,							
5. Touches own hair, nose, eyes, mouth, chin ear, teeth, hands, fingers, feet in imitat	io								Ŀ	
6. Touches same parts on doll or teacher.		_								
7. Touches own tongue, neck, thumb, fist and little finger in imitation.										
8. Touches own back and side, bottoms of feet top of head in imitation.	,									
9. Touches own shoulders, elbow, knees, middless, and ring fingers in imitation	.e							_		
10. Moves around and between large objects (furniture places close together) w/o cont	act							<u> </u>		
11. Steps up at step, curb, no model.										
12. Steps down at step, curb, no model.						$oldsymbol{\perp}$			╽.	
13. Ducks down to pass under low ceiling area no model.									\perp	
14. Places one object (block, book, etc.) on to of another in imitation of teacher's action							_		\perp	
15. Places one object beside another in imitation.	•		_					$oldsymbol{ol}}}}}}}}}}}}}}}$	_	
16. Places one object under another in imitati	on .									
17. Places object inside a box in imitation.						Ŀ			\perp	
18. Takes an object out of a box in imitation.										
19. Separates 2 side-by-side objects in imita-							_		\perp	
					\perp			_	\perp	
			<u> </u>		\perp	\perp			\perp	
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LANGUAGE DEV	•	LIMIN	J					_	
LANGUAGE SKILL AREA: RECEPTIVE COMPREHENSION	stance			rfo					
CLUSTER: Nonverbal Cues and Gestures - Verbs	Si	Те	ache		ntei	ien evene	s,	ped	
Terminal Objective(s):	ıt as		,	Givi	ng		1	served	
18. Student follows simple (single concept) gross motor directions communicated through tactual cues or by gestures, which may be visual or tactual.	Performance without	Motivational/Social	Environmental Structure	ructions,	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)	erformance Not Ob	COMMENTS:
Facilitating Skills:	Perf	Moti	Envi	Inst	Inst	Phys Assi	Mech (Phy	Perf	
 Responds to tactile cue to "Look" or orient self in certain direction by turning, lookin 									
2. Responds to tactile cue to "Sit" by sitting.									
3. Responds to tactile cue to "Stand" by standi	g								
4. Responds to tactile cue by "Come" by coming.									
 Responds to gestures signifying "Stop" or "No" by ceasing activity. 									
Responds to gestures/pointing to "Look" by looking in indicated direction.									
 Recognizes anger or disapproval by adult's expression, responds by crying, withdrawing. 									
8. Responds to gesture to "Come" by creeping, crawling, walking in indicated direction.									·
9. Responds to gesture to "Sit down" by sitting	L								
10. Responds to gesture to "Stand" by standing.									
11. Responds to gesture to 'pick Up" an object by grasping or reaching for object.									
12. Responds to gesture to "Eat" by eating.									
13. Responds to gesture to "Go" by leaving or moving away.	igspace			<u> </u>	1.			_	
14. Responds to gesture to "Drink" by drinking.	L				\perp	ļ			مي.
15. Responds to gesture meaning "Okay" or grant- ing permission by going ahead with desired									<u>;</u>
task.							<u> </u>		
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LANGUAGE DEV		MENU						-		
LANGUAGE SKILL AREA: <u>RECEPTIVE COMPREHENSION</u>	tance			rfor						
CLUSTER: <u>Verbal or Signed Cues & Gestures - Verbs</u>	ssis	Tea	iche	r Ir Givir	iter		s,	ved		
Terminal Objective(s):	a .	-T		71 011	E .			Observed		
19. Student follows simple (single concept) gross motor commands communicated through words paired	without	1/Social n	a.	, s	a.l on		Aids	Not		an en en en en en en en en en en en en en
with gestures. 20. Student follows simple (single	эпсе	iona	ent e	lon	lon			ance	COMMENTS:	
concept) gross motor commands communicated orally & verbally or	orma	vati rv e r	ron	ruct	ruct	ica. star	anic	orma		
by sign (North American Sign or other Facilitating Skills: accepted system).	Performance	Motivational/ Intervention	Environmental Structure	Instruction Directions	Instructional Demonstration	Physical Assistance	Mechanical (Physical)	Performance		
 Responds to "No" paired with aggravated gesture by ceasing disapproved activity. 										
 Responds to "Look" paired with pointing by looking in indicated direction. 										
3. Responds to "Sit-down" paired with pointing to chair by sitting.	_									
 Responds to "Stand-Up" paired with upward sweep of hand by standing. 										
 Responds to "No" (sign or word alone) by ceasing disapproved activity. 										
 Responds to "Look" (sign or word alone) by looking in indicated direction. 										
 Responds to "Here" or "Take this" by reaching for object offered (sign or word alone). * 										
8. Responds to "Sit-down" (sign or word alone) by sitting.										
9. Responds to "Stand-up" (sign or word alone) by standing. *										
10. Responds to "Go" by moving away. *			_							
11. Responds to "Come" by approaching. *										
12. Responds to "Give" by giving object held or indicated to teacher. *										
13. Responds to "Get" or "Pick-up" by retrieving indicated object. *										
14. Responds to "Eat" by beginning eating. *										
15. Responds to "Sleep" or "Bed" by going to bed.										
16. Responds to "Toilet" or "Bathroom" by going to that room or to toilet. *										
17. Responds to "Okay" granting permission by proceeding with desired task.									,	
18. Responds to "Drink" by drinking. *										
*Each of these communicated by spoken word or formal sign.										
	_	_	-		_					



LANGUAGE SKILL AREA: <u>RECEPTIVE COMPREHENSION</u> CLUSTER: <u>Prepositions of Location & Position</u>	assistance	Te	0d ache	rfor curs er In	. Wh		.s.	rved	
Terminal Objective(s): 21. Given two blocks and a topless box, the student places the objects over, in, under, behind, on top of, beside, out, on, between one another on reques	without	otivational/Social	ivironmental	Instructions, Directions	istructional monstration	Physical Assistance	Mechanical Aids (Physical)	Performance Not Observed	COMMENTS:
Facilitating Skills: Given two blocks, a topless box and a table, the student	Pe	Ŋ.	를 S		T. De	Ph As	Me	Pe	
1. Points to "table" on request (spoken/signed)	<u> </u>	-	<u> </u>		ļ				
2. Points to "blocks" on request.		<u> </u>							
3. Points to "box" on request.									
4. Places a block "in the box" on request.			T						·
Places the second block "beside the box" on request.								·	
6. Takes the block "out of the box" on request.									
 Places the box "over the block" on the table on request. 									
8. Places the second block "on top of" the over	1								
9. Takes the block "off of the box" on request.									
10. Places the block "behind the box" on reques									
11. Places the block "under the box" on request									
 Takes the blocks and box "off of the table" on request. 									
13. Places one block "on the table" on request.									
14. Places the second block "beside" or "next to" the first block on the table on request									
15. Places the box "between the two blocks" on request.				,.					
 Places the blocks "inside of the box" on request, 									
 Places the box and blocks "under the table" on request. 									
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LANGUAGE SKILL AREA: RECEPTIVE COMPRESSION CLUSTER: Sentences - Signed or Spoken Terminal Objective(s): 22. Student carries out three step directions involving prepositions and more than one object. Particularly Skills: 1. Carries out one step gross motor requests involving an object "Pick up your doll". 2. Carries out one step gross motor requests involving an object "Pick up your doll". 3. Carries out instructions involving two object and prepositions ("Put the doll on the bed") 4. Carries out instructions involving two werbs and one object ("Pick it up 5 put it in box") 5. Carries out first cuctions involving one object that is not visible ("Go Ret your book and bring it here."). 7. Carries out two step instructions involving two actions and two objects which are related ("Take your coat in the kitchen and bring me a glass"). 9. Carries out conditional directions ("If I stand up almy your hands"). 10. Carries out conditional directions fivolving a two actions and two objects which are related ("Take your coat in the kitchen and bring me a glass"). 9. Carries out conditional directions fivolving two actions and two objects which are related ("Take your coat in the kitchen and bring me a glass"). 9. Carries out conditional directions involving two actions and two objects which are related ("Take your coat in the kitchen and bring me a glass"). 9. Carries out conditional directions involving two properties of 3-5 minutes. 11. Carries out directions after a time lapse of 3-5 minutes. 12. Carries out directions involving a three-step gross motor sequence (Stand up. turn, sit). 12. Carries out directions and one object ("Pick up that paper, fold it in half and put it on the
Terminal Objective(s): 22. Student carries out three step directions involving prepositions and more than one object. 23. Student carries out three step directions involving prepositions and more than one object. 24. Student carries out three step directions involving prepositions and more than one object. 25. Student one step gross motor requests involving and object? ("Pick up your doll"). 26. Carries out instructions involving preposition or prepositional phrase and verb ("Look up). "Sit on the chair."). 37. Carries out instructions involving two verbs ("Stand up and turn around"). 48. Carries out instructions involving two werbs and one object ("Pick it up & put it in box"). 59. Carries out two step instructions involving prepositions and two object which are involving two werbs and one object ("Pick it up & put it in box"). 50. Carries out two step instructions involving two werbs and one object that is not visible ("Co get your book and bring it here."). 70. Carries out two step instructions involving two actions and two objects which are involving two policits which are involving that here."). 91. Carries out two step instructions involving two actions and two objects which are involving that here."). 92. Carries out two step instructions involving two actions and two objects which are involving that here."). 93. Carries out two step instructions involving two werbs and one object that is not visible ("Co get your book and bring it here."). 94. Carries out two step instructions involving two werbs and one object that is not visible ("Co get your book and bring it here."). 95. Carries out two step instructions involving two actions and two objects which are involving three prepositions and non object ("Pick up rhat paper, fold it in half and but in on the
directions involving prepositions and more than one object. 1
1. Carries out one step gross motor requests involving an object ("Pick up your doll"). 2. Carries out instructions involving preposition or prepositional phrase and verb ("Look up), "Sit on the chair."). 3. Carries out instructions involving two verbs ("Stand up and turn around"). 4. Carries out instructions involving two object and prepositions ("Put the doll on the bed") 5. Carries out instructions involving two verbs and one object ("Pick it up & put it in box") 6. Carries out two step instructions involving one object that is not visible ("Go get your book and bring it here."). 7. Carries out two step instructions involving two actions and two objects which are related ("Get your ball and bat and bring them here" 8. Carries out two step instructions involving two objects which are intelled ("Take your coat in the kitchen and bring me a glass"). 9. Carries out conditional directions ("If I stand up, clap your hands"). 10. Carries out directions after a time lapse of 3-5 minutes. 11. Carries out directions involving a three-step gross motor sequence (Stand up, turn, sit). 12. Carries out directions involving three related acrions and one object ("Pick up that paper, fold it in half and put it on the
involving an object *("Pick up your doll"). 2. Carries out instructions involving preposition or prepositional phrase and verb ("Look up), "Sit on the chair."). 3. Carries out instructions involving two verbs ("Stand up and turn around"). 4. Carries out instructions involving two object and prepositions ("Put the doll on the bed") 5. Carries out instructions involving two verbs and one object ("Pick it up & put it inbox") 6. Carries out two step instructions involving one object that is not visible ("Go get your book and bring it here."). 7. Carries out two step instructions involving two actions and two objects which are related ("Get your ball and bat and bring them here" 8. Carries out two step instructions involving two objects which are invalated ("Take your coat in the kitchen and bring me a glass"). 9. Carries out conditional directions ("If I stand up, clap your hands") 10. Carries out directions after a time lapse of 3-5 minutes. 11. Carries out directions involving three related actions and one object ("Pick up that paper, fold it in half and put it on the
2. Carries out instructions involving preposition or prepositional phrase and verb ("Look up), "Sit on the chair."). 3. Carries out instructions involving two verbs ("Stand up and turn around"). 4. Carries out instructions involving two object and prepositions ("Put the doll on the bed") 5. Carries out instructions involving two verbs and one object ("Pick it up & put it inbox") 6. Carries out two step instructions involving one object that is not visible ("Go get your book and bring it here."). 7. Carries out two step instructions involving two actions and two objects which are related ("Get your ball and bat and bring them here". 8. Carries out two step instructions involving two objects which are unrelated ("Take your coat in the kitchen and bring me a glass"). 9. Carries out conditional directions ("If I stand up, clap your hands"). 10. Carries out directions after a time lapse of 3-5 minutes. 11. Carries out directions involving three related actions and one object ("Pick up that paper, fold it in half and put it on the
3. Carries out instructions involving two verbs ("Stand up and turn around"). 4. Carries out instructions involving two object and prepositions ("Put the doll on the bed") 5. Carries out instructions involving two verbs and one object ("Pick it up & put it in box") 6. Carries out two step instructions involving one object that is not visible ("Go get your book and bring it here."). 7. Carries out two step instructions involving two actions and two objects which are related ("Get your ball and bat and bring them here") 8. Carries out two step instructions involving two objects which are unrelated ("Take your coat in the kitchen and bring me a glass"). 9. Carries out conditional directions ("If I stand up, clap your hands".) 10. Carries out directions after a time lapse of 3-5 minutes. 11. Carries out requests involving a three-step gross motor sequence (Stand up, turn, sit). 12. Carries out directions and one object ("Pick up that paper, fold it in half and put it on the
("Stand up and turn around"). 4. Carries out instructions involving two object and prepositions ("Fut the doll on the bed") 5. Carries out instructions involving two verbs and one object ("Pick it up & put it in box"). 6. Carries out two step instructions involving one object that is not visible ("Go get your book and bring it here."). 7. Carries out two step instructions involving two actions and two objects which are related ("Get your ball and bat and bring them here"). 8. Carries out two step instructions involving two objects which are unrelated ("Take your coat in the kitchen and bring me a glass"). 9. Carries out conditional directions ("If I stand up, clap your hands"). 10. Carries out directions after a time lapse of 3-5 minutes. 11. Carries out requests involving a three-step gross motor sequence (Stand up, turn, sit). 12. Carries out directions and one object ("Pick up that paper, fold it in half and put it on the
and prepositions ("Put the doll on the bed") 5. Carries out instructions involving two verbs and one object ("Pick it up & put it in box") 6. Carries out two step instructions involving one object that is not visible ("Go get your book and bring it here."). 7. Carries out two step instructions involving two actions and two objects which are related ("Get your ball and bat and bring them here") 8. Carries out two step instructions involving two objects which are unrelated ("Take your coat in the kitchen and bring me a glass"). 9. Carries out conditional directions ("If I stand up, clap your hands".) 10. Carries out directions after a time lapse of 3-5 minutes. 11. Carries out requests involving a three-step gross motor sequence (Stand up, turn, sit). 12. Carries out directions involving three related actions and one object ("Pick up that paper, fold it in half and put it on the
and one object ("Pick it up & put it in box") 6. Carries out two step instructions involving one object that is not visible ("Go get your book and bring it here."). 7. Carries out two step instructions involving two actions and two objects which are related ("Get your ball and bat and bring them here") 8. Carries out two step instructions involving two objects which are invelated ("Take your coat in the kitchen and bring me a glass"). 9. Carries out conditional directions ("If I stand up, clap your hands".) 10. Carries out directions after a time lapse of 3-5 minutes. 11. Carries out requests involving a three-step gross motor sequence (Stand up, turn, sit). 12. Carries out directions involving three related actions and one object ("Pick up that paper, fold it in half and put it on the
one object that is not visible ("Go get your book and bring it here."). 7. Carries out two step instructions involving two actions and two objects which are related ("Get your ball and bat and bring them here") 8. Carries out two step instructions involving two objects which are unrelated ("Take your coat in the kitchen and bring me a glass"). 9. Carries out conditional directions ("If I stand up. clap your hands".) 10. Carries out directions after a time lapse of 3-5 minutes. 11. Carries out requests involving a three-step gross motor sequence (Stand up. turn. sit). 12. Carries out directions involving three related actions and one object ("Pick up that paper, fold it in half and put it on the
7. Carries out two step instructions involving two actions and two objects which are related ("Get your ball and bat and bring them here") 8. Carries out two step instructions involving two objects which are unrelated ("Take your coat in the kitchen and bring me a glass"). 9. Carries out conditional directions ("If I stand up, clap your hands".) 10. Carries out directions after a time lapse of 3-5 minutes. 11. Carries out requests involving a three-step gross motor sequence (Stand up, turn, sit). 12. Carries out directions involving three related actions and one object ("Pick up that paper, fold it in half and put it on the
two actions and two objects which are related ("Get your ball and bat and bring them here") 8. Carries out two step instructions involving two objects which are unrelated ("Take your coat in the kitchen and bring me a glass"). 9. Carries out conditional directions ("If I stand up, clap your hands") 10. Carries out directions after a time lapse of 3-5 minutes. 11. Carries out requests involving a three-step gross motor sequence (Stand up, turn, sit). 12. Carries out directions involving three related actions and one object ("Pick up that paper, fold it in half and put it on the
("Get your ball and bat and bring them here") 8. Carries out two step instructions involving two objects which are unrelated ("Take your coat in the kitchen and bring me a glass"). 9. Carries out conditional directions ("If I stand up, clap your hands".) 10. Carries out directions after a time lapse of 3-5 minutes. 11. Carries out requests involving a three-step gross motor sequence (Stand up, turn, sit). 12. Carries out directions involving three related actions and one object ("Pick up that paper, fold it in half and put it on the
two objects which are unrelated ("Take your coat in the kitchen and bring me a glass"). 9. Carries out conditional directions ("If I stand up, clap your hands".) 10. Carries out directions after a time lapse of 3-5 minutes. 11. Carries out requests involving a three-step gross motor sequence (Stand up, turn, sit). 12. Carries out directions involving three related actions and one object ("Pick up that paper, fold it in half and put it on the
coat in the kitchen and bring me a glass"). 9. Carries out conditional directions ("If I stand up, clap your hands".) 10. Carries out directions after a time lapse of 3-5 minutes. 11. Carries out requests involving a three-step gross motor sequence (Stand up, turn, sit). 12. Carries out directions involving three related actions and one object ("Pick up that paper, fold it in half and put it on the
stand up, clap your hands".) 10. Carries out directions after a time lapse of 3-5 minutes. 11. Carries out requests involving a three-step gross motor sequence (Stand up, turn, sit). 12. Carries out directions involving three related actions and one object ("Pick up that paper, fold it in half and put it on the
of 3-5 minutes. 11. Carries out requests involving a three-step gross motor sequence (Stand up. turn. sit). 12. Carries out directions involving three related actions and one object ("Pick up that paper, fold it in half and put it on the
gross motor sequence (Stand up. turn. sit). 12. Carries out directions involving three related actions and one object ("Pick up that paper, fold it in half and put it on the
related actions and one object ("Pick up that paper, fold it in half and put it on the
paper, fold it in half and put it on the
<u> </u>



ANGUAGE SKILL AREA: ASSOCIATION	stance			rfor curs					
LUSTER: Memory	ssis	Tea		r In ivin		vene	s,	erved	
Terminal Objective(s):	В			IVIII	R			ser	
23. Student remembers a three-step performance sequence; retains word up to two minutes.	Performance without	Motivational/Social Intervention	Environmental Structure	Instructions, Directions	instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)	rformance Not Ob	COMMEN T S:
acilitating Skills:	Pe	Mo In	En St	l Di	De L	Ph As	Me (P	Pe	
1. Consistently shows recognition of own name.								ů	
2. Consistently responds to familiar person.									
 Knows where certain objects, toys are kent - goes directly to certain place to retrieve. 									
4. Repeats sounds in imitation.									
5. Repeats motions in imitation.									
6. Plays peek-a-boo.									·
7. Plays hide-and-seek.									
 Looks for object teacher hides behind back, continues looking up to 2 minutes. 									
 Looks for object teacher hides under chair, pillow, etc., continues looking up to 5 min 									
10. Watches teacher place candy under one of two cups. selects correct cup after 1 minute wai									
11. Identifies two pictures which teacher turns									
12. Repeats two words.									
13. Carries out request to go in next room and retrieve an object.									
14. Remembers a three-step performance sequence, e.g. unties bow by pulling, releasing.									
untangling lace ends.									
15. Remembers and can repeat word after 1 minute									
16. Remembers and can repeat word after 2 minute	g								
									and the second
				tions.					
9	+	<u></u>			<u> —</u>			<u> </u>	



EMAGGREE DEV	LLUCI	. Pridity	L						
LANGUAGE SKILL AREA: BASIC EXPRESSION	ance			rfor					
CLUSTER: Gestures	sist	Tea	-	curs r In			es,	pa	
Terminal Objective(s): 24. Student uses gestures to communicate "yes/no" and basic wants or needs (food, water, toilet). 25. Student gestures to express activities and verb ideas such as "Go." Facilitating Skills:	without as	Motivational/Social Intervention	Environmental Structure	Instructions, contractions	Instructional 60 Demonstration	Physical Assistance	Mechanical Aids (Physical)	Performance Not Observed	COMMENTS:
1. Waves good-bye.									
2. Shakes hands hello.									
3. Plays peek-a-boo/pat-a-cake.									
4. Pushes away undesireable food, object.									
5. Indicates "yes" by smile, nod, gesture.									
6. Indicates "no" by frown, shake, gesture.									
 Takes adult's hand, indicates task wants adu to perform (hand me that toy, give me that). 	t								
8. Imitates adult actions at play, e.g., talks on toy phone, brushes own hair.									
9. Uses a gesture for "food" or "eat" - may point to mouth, make spooning gesture, rub stomach.		ļ. —							
10. Uses a gesture for "drink."	-	_			_			_	
	├-	-	_		├				
11. Uses a gesture for "toilet" or "bathroom".		 			-				
12. Gestures "Come" or "Come here."			_	-	-				
13. Gestures "Go" or "Go away." 14. Gestures "Give me" - may point to self, hold out hand, point to hand.	_	-	_	-	├		-		
hold out hand, point to hand. 15. Point or gestures "you" and "I"; "Yours"	-				}_				
and "Mine".	_	ļ			_				
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	_		<u> </u>		<u> </u>			Ц	
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LANGUA	GE DEVELOP	MENT							
LANGUAGE SKILL AREA: BASIC EXPRESSION	tance	Performance							
LUSTER: Vocalizations	sist			curs r In			s,	þ	
Terminal Objective(s):	as			ivin		i	-	served	
26. Student vocalizes to gain attent to express satisfaction or disco	without	Socia					дs	ot Ob	
for own entertainment (no appare stimulus).	nt A	nal/ ion	ntal	ons, s	onal tion	a	۸i	e N	COMMENTS:
27. Student "names" in own word soun one familiar object or person	s sb	atio vent	onme	ucti	uctı stra	cal tanc	nica ical	rmanc	COPETI. VIS.
28. Student names objects and preur familiar objects, up to six.	o p o h Performance	Motivational Intervention	Environmental Structure	Instruction Directions	Instructional Demonstration	Physical Assistance	Mechanical (Physical)	Perfo	
 Cries to indicate discomfort (when wet hungry, afraid, in pain). 	i i								
Cries to express anger or displeasure, at being disturbed having toy/food tak	en, er .								
 Produces at least three assorted vocal at play-squeals, coos, gurgles, laughs 	, etc.								
 Vocalizes anger or displeasure in a no utterance. 	n-cry								
5. Vocalizes when presented with toy or	object								
6. Vocalizes at mealtimes.									
 Vocalizes in response to approach or to of familiar person. 	1								
 Uses specific sound consistently and o in association with certain object or 	ften person								
9. Exclaims - e.g., "oh-oh," "no-no."									
10. Uses sound to evoke action from adults	i								,
11. Uses some gesture language combined with speech sounds.	h								
12. Uses own sounds "naming" objects and pe	eople.								
 Speaks first word (Criteria: recognization of adult word, consistent usage events.) 									· · · · · · · · · · · · · · · · · · ·
of understanding, spontaneous usage). 14. Names familiar person (Proper Noun)]			
15. Names two or three familiar objects (No	ouns).								
16. Names own action (verbs).									
17. Imitates new words.									
18. Names actions of others (Verbs).									
19. Names pictures of familiar objects.									
20. Uses automatic phrases "thank you" "ple	ase".					[]		
21. Uses a question-like inflection when "t	alking"								
22. Intermingles words and word forms, spea in sentence-like chains of sounds.	king								
24				_	-				



LANGUAGE DEV	ELOI	MEN.	[
LANGUAGE SKILL AREA: PHONOLOGY	ance	Performance Occurs When							
CLUSTER: Babbling - vocalization of speech sounds	sistan	Tea	iche	r In	ter		s,	ed	
Terminal Objective(s): 29. In sentence-like patterns, the studen produces assorted vowel noises vocall including the sounds ah, oo, u, o, a, e, and blends of these sounds with consonants including ma, ba, ga, da, etc. Facilitating Skills:	out as	Motivational/Social Intervention	Environmental Structure	Instructions, contractions	Instructional on Demonstration	Physical Assistance	Mechanical Aids (Physical)	Performance Not Observed	COMMENTS:
1. Vocalizes three or more single and double	\vdash	_							
vowel sounds spontaneously (ah. eh. à. oo. n Vocalizes four or more single sounds combin-	-	-						-	
ing consonants with vowels:			<u> </u>				 	_	<u> </u>
2. Throat noises such as "ga" "ka" "ha". 3. Lip noises such as "ma" "pa" "ba" "wa" "ya".			<u> </u>		ļ				
	-	_	-		<u> </u>			_	
4. Tongue noises such as "da" "ta" "la".			_		<u> </u>			_	
 Chains sounds together, producing well- defined syllables. 	_		_					_	
6. Vocalizes same syllable repeatedly, "ma-ma", "ga-ga-ga-ga", "oo-oo-oo".		ļ	<u> </u>		<u> </u>				
 Vocalizes two or more different syllable sounds in chain, ba-do-da, ga-ah-oh, da-da-ma. 									
8. Vocalizes final consonant sounds in nonsense syllables, such as "ah-m" "oo-h".									
 Vocalizes own particular sound consistently, sound becomes recognizable by parent, teacher 									
10. Repeats "own sound" three or more times in succession.									
11. Babbles with voice expression.	1								
12. Hums, i.e., makes humming noise with lips.									
13. Makes sputtering noise with lips.		.,.							
14. Babbles in syllable length utterances using stable differentiation in syllable contours.									
Jedove grant, entrant many									
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LANGUAGE DEV		PIEN	1							
LANGUAGE SKILL AREA: PHONOLOGY	stance	Performance Occurs When Teacher Intervenes, Giving								
CLUSTER: Articulation	si									
Terminal Objective(s):	ut as	3]		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				Observed		
30. Student articulates the vowels and dipthongs: _e, i, e, a, u, o, a, a, oo, oo, a, i, o, u, ou, oi.	without	Social					ls	Not O		
00, 00, a, 1, o, u, ou, oi.	e wi	a1/9 ion	ıtal	, suc	ion	41	Aids		(0) o (TD) TO	
	Performance	Motivational/ Intervention	ure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical (Physical)	Performance	COMMENTS:	
Pacilibating Chilles	rfoı	tivater	vird	stru	Stru	ysic	char	rfor		
Facilitating Skills:	Ре	ο rI	면 당	In	II. De	Ph As	Me (P	Эd		
l. Articulates a (as in arm).										
2. Articulates ত (as in oat).			L.		_					
3. Articulates e (as in eat).	ļ									
4. Articulates ou (as in out).					<u> </u>					
5. Articulates oi (as in oil, toy).					$oldsymbol{ol}}}}}}}}}}}}}}}}}$					
6. Articulates i (as in it).					_					
7. Articulates a (as in ate).			_		$oldsymbol{ol}}}}}}}}}}}}}}}}}}$					
8. Articulates e (as in eggs).								_		
9. Articulates oo (as in food).										
10. Articulates oo (as in foot).									·	
11. Articulates o (as in top).			_		<u> </u>					
12. Articulates a (as in all).										
13. Articulates a (as in at).									· .	
14. Articulates u (as in use).										
15. Articulates i (as in ice).				_						
16. Articulates u (as in up).								Ц		
								Ш		
								Ц		
				_	$oxed{oxed}$		_			



LANGUAGE SKILL AREA: PHONOLOGY CLUSTER: Articulation	istance	Performance Occurs When Teacher Intervenes,							-g	
Terminal Objective(s): 31. Student articulates the voiced consonants: v, tW, b, d, g, z, zh, j, m, n, ng, l, r, w, y. 32. Student articulates the voiceless consonants: h, wh, f, p, t, k, s, sh, ch, 33. Student articulates the consonants as they appear in the initial, medial, and/or final position. Facilitating Skills:	ž.	ocial		Instructions, in Directions	g		Aids	Performance Not Observed	COMMENTS:	
l Articualtes "m" in initial position - milk.										
2. in medial position - tummy									ķ	
3. in final position - mom.										
4. Articulates "n" in initial position - nice.										
5. in medial position - nanny.										
6. in final position - dan.				<u> </u>					<u>, , , , , , , , , , , , , , , , , , , </u>	
7. Articulates "b" in initial position - bed.										
8. in medial position - baby.										
9. in final position - tub.										
10. Articulates "d" in initial position - dog.										
11. in medial position - daddy.										
12. in final position dad.										
13. Articulates "w" in initial position - warm.										
14. in medial position - tower.										
15. in final position - pow.										
16. Articulates "y" in initial position - you.										
17. in medial position - layer.										
18. in final position - way.										
19. Articulates "g" in initial position - gum.										
20. in medial position - baggag	<u>-</u>									
21. in final position wag.										
22. Articulates "ng" in medial position - singer	\prod									



LANGUAGE SKILL AREA: PHONOLOGY CLUSTER: Articulation, continued Terminal Objective(s):	Performance Occurs When Teacher Intervenes Giving						s,	Observed	
(objectives 31-33, continued) Facilitating Skills:	Performance without	Motivational/Social	Environmental Structure	Instructions, Directions	Instructional Demonstration	نه ا	Mechanical Aids (Physical)	Performance Not Obse	COMMENTS:
23. Articulates "ng" in final position - long.									
24. Articulates "v" in initial position - vine.									
25. in medial position - waver.									
26. in final position - shave.									
27. Articulates "1" in initial position - light.									
28. in medial position - salad.									
29. in final position - doll.									
30. Articulates "r" in initial position - red.			<u> </u>						
31. in medial position - sorry.									
32. in final position - rear.					$oxed_{-}$				
33. Articulates "j" in initial position - jelly.			<u> </u>						
34. in medial position - wager.									
35. in final position - sage.									
36. Articulates "t∦" in intial position - that.			_	<u> </u>					
37. in medial position - mother.		<u> </u>	_						
38. in final position - scythe.									
39. Articulates "z" in initial position - zoo.				<u> </u>					
40. in medial position - buzzer.			<u> </u>						
41. in final position - buzz.									·
42. Articulates "zh" in the medial position - treasure.								Ц	
43. Articulates "p" in initial position - pie.			_	_					
44. in medial position -diaper.									
EDIC									

LANGUAGE SKILL AREA: PHONOLOGY	_	1 13214		rfor	mor	ce			
	sistance		00	curs	Wh	en			
CLUSTER: Articulation, continued	assi	Tea		r In Givin		vene	es,	rved	
Terminal Objective(s): (Objectives 31-33, continued)	without	al/Social on			a.I on		As	Not Observed	
Facilitating Skills:	Performance	Motivational Intervention	Environmental Structure	Instruction Directions	Instruction Demonstrati	Physical Assistance	Mechanical (Physical)	Performance	COMMENTS:
45. Articulates "p" in final position - hop.									Magney.
46. Articulates "k" in initial position - cat.									
47. in medial position - acorn.									
48. in final position - wake.									
49. Articulates "t" in initial position - toe.	L								··· v
50. in medial position - water.									
51. in final position - wait.									
52. Articulates "h" in initial position - hop.									
53. in medial position - mayhem.									
54. Articulates "f" in initial position - fox.					<u> </u>				
55. in medial position - wafer.									
56. in final position - life.	<u> </u>		<u>_</u>					_	
57. Articulates "s" in initial position - sun.	<u>L</u>						L		
58. in medial position - lesson.	L				L				
59. in final position - kiss.					L				
60. Articulates "ch" in intial position - chain.				ļ			_		
61. in medial position - hatchet	_								
62. in final position - latch.							_		
63. Articulates "sh" in initial position - shoe.			<u> </u>						
in medial position - washer.									
65. in final position - wash.					L				
66. Articulates "wh" in initial position - where.									



LANGUAGE SKILL AREA: PHONOLOGY CLUSTER: Articulation, continued Terminal Objective(s):	assistance	Tea	0c ache	rfor curs r In Givin	Wh ter	en	s,	Observed	
(Objectives 31-33, continued) Facilitating Skills:	Performance without	Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)	Not	COMMENTS:
67. Articulates "sh" in medial position - somewhere.									
68. Articulates "th" in initial position - thank.									
69. in medial position - athlete		,							
70. in final position - with.									
			_						
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LANGUAGE DEV	FLOI	MEN.	<u> </u>	_				_	
LANGUAGE SKILL AREA: PHONOLOGY	ance			rfor					
CLUSTER: Articulation - Consonant Blends	ssist	Tea	iche	curs r In	ter		s,	/ed	
Terminal Objective(s):	ra 1	11	G	ivin	g			Observed	Ÿ
34. Student articulates consonant blends, including R blends, L blands, S blends and three element blends	Performance without	Motivational/Socia Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)	mance Not	COMMENTS:
Facilitating Skills:	Per	Mot Int	Env Str	Ins	Ins	Phy Ass	Mec (Ph	Perf	
1. Articulates - mp, lamp.						·			
2. Articulates - nt, want.									
3. Articulates - ngk, ink.									
4. Articulates - ns, tinsel.									
5. Articulates - ng, long.		,			Ŀ				
6. Articulates - dz, fads; -gz, legs; -nz, lens									
7. Articulates - ngz, lungs.									
8. Artciulates - nd, wand.									
9. Articulates pr-, pretty; br-, brown; tr- tree; dr-, dress; kr-, cracker; gr-,									
green, fr-, frec.									
10. Articulates pl-, plate; bl-, blue; kl-, clap; gl-, glow; fl-, fly.									
11. Articulates -lk, walk; -lf, shelf; -lz, waltz; -lp, help; -ld, huild; -lh, elbow									
12. Articulates sm-, smile; sn-, snow; sp-, spot; st-, stop; sk-, skate; sl-, slow:									
sw-, sweet; -st, list; -ks, cakes.					L				
13. Articulates tw-, twenty.									
14. Articulates kw-, quick; -kt, looked.									
15. Articulates -dj, ledge.									
16. Articulates -ft, lift.									
17. Articulates -pt, tipped; -ps, slips.									
18. Articulates -zm, bosom.									A
19. Articulates -ts, boots.									
20. Articulates -nkl, uncle; -ngl, angle.									
	_		-		_			-	



LANGUAGE SKILL AREA: PHONOLOGY CLUSTER: Articulation - Consonant Blends continued Terminal Objective(s):	assistance	Te	0d ache	erfor curs er Ir Givir	. W	en	es,	Observed	
(Objective 34 continued) Facilitating Skills:	Performance without	Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)	Not	COMMENTS:
21. Articulates -1th, wealth.	L								
22. Articulates -mpt, romped; -mps, lamps.									
23. Articulates -nth, tenth.									
.24. Articulates -kst, waxed.									
25. Articulates thr-, three.									
26. Articulates -lfth, twelfth.									
27. Articulates spr-, spray; spl-, splash; str-, street; skr-, scrap; skw-, squeak.									
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LANGUAGE DEV	LLUI	LIENT							
LANGUAGE SKILL AREA: PHONOLOGY CLUSTER: Breath Control	assistance	Tea	Oce	rform curs r Indiving	Who	en	s,	ved	
Terminal Objective(s): 35. Student demonstrates breath control in speech by correctly imitating the teacher's differentiation of sounds in word pairs such as "it, hit". Facilitating Skills:	Performance without as	Motivational/Social Intervention			ation	Physical Assistance	Mechanical Aids (Physical)	Performance Not Observed	COMMENTS:
1. Pronounces pup, up.							,		
2. Pronounces hold, old.									
3. Pronounces am, ham.									
4. Pronounces heat, eat.	Π								
5. Pronounces it, hit.	Γ								
6. Pronounces ate, mate.	T					J			
7. Pronounces coop, cup.									
8. Pronounces air, hair.	1								
9. Pronounces shoe, you.	T								
10. Pronounces chew, shoe.	1								·
11. Pronounces cake, coke.	1	† · · ·							
12. Pronounces ease, seize.	1								
13. Pronounces put, pet.	T								
14. Pronounces heat, lead.	1								
15. Pronounces set, suit.									
16. Pronounces bathe, hate.	T								
17. Pronounces groove, grave.									
18. Pronounces what, who.								Τ	
	1								
	1	1							
	T	1	1		1				
					1				
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LANGUAGE DEV	ELU:	PMI.	NT			_				
LANGUAGE SKJLL AREA: SYNTAX DEVELOPMENT	tance				rfo					
CLUSTER: Single word and two word sentences	sis	Т		he	r Iı	nte	ren cvene	es,	þə	,
Terminal Objective(s):	as.	╀	-	G	ivi	1g			Observed	
 36. Student uses single words/signs in different capacities, including nominative, possessive, imperative. 37. Student uses two-word/sign combination including noun-noun, noun-verb, adjective-noun, verb-noun. Facilitating Skills: 	Performance without	Motivational/Social	Intervention Environmental	Structure	Instructions, Directions	Instructional Demonstration		Mechanical Aids (Physical)	e Not	COMMENTS:
1. Imitates two word sentences.										
2. Imitates song (melody, patterns &/or words).										·
3. Names approximately 20 objects or actions.										
 Uses single words (names of desized objects) to make wants known - imperative "Milk". 										
 Uses single words to comment, notice objects nominative, "Dog" meaning "There's a dog". 										
 Uses single words to qualify an object, note possession - "Mommy" meaning "That's Mommy's 										
7. Answers questions "Yes" or "No".										
Uses two word patterns with one word (pivot word) repeated often in similar constructions										
uses patterns to name or acknowledge things, "There book" "That milk" "Hi ball" "Hi dog "				_						
 Uses two word patterns as imperative - "More milk" "More book" "Want milk" "Want toy". 										
10. Uses two word patterns with a negative pivot to note dislike, rejection - "No milk".		_		_		L				
11. Uses two word patterns with a negative pivot to note absence - "No Daddy" "No doll"		_				L				
12. Uses two word relationships in which both words in the construction vary - uses nown-									Ш	
verb combinations, "Daddy go" "Baby eat" "Baby cry".										·
 Uses noun-noun combinations to denote possession - "Daddy shoe". 					<u> </u>					
14. Uses noun-noun combinations to communicate wants - "Mommy milk" (agent-object pattern)										
15. Uses verb-noun combinations to denote wants - "Roll ball" "Give cookie" "Read book".							·			
16. Uses adjective-noun combinations or noun-adjeto modify, describe - "Ball red" "Big dog"										
17. Uses verb-noun combinations to describe own action - "Hit ball" "Fat cookie".										·
18. Uses noun-noun combinations to denote loca-					.					
19. Uses noun-noun combinations to connect two ideas or objects - "Doll book" "Boy girl"										
20. Gives two word responses to questions.				7						
				_4	-	-				



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LANGUAGE SKILL AREA: SYNTAX DEVELOPMENT	ance			rfor					
CLUSTER:Ouestions	sist	Tea		curs r In		en vene	s,	рa	
Terminal Objective(s): 38. Student asks "Wh-" questions.	as	a1		ivin				Observed	
39. Student asks questions by reversing word order, beginning sentence with verb.	Performance without	Motivational/Soci Intervention	ironmental ucture	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)	rformance Not	COMMENTS:
Facilitating Skills:	Per	Mot Int	Env St.	Ins Dir	Ins Den	Phy Ass	Mec (Pt	Per	
 Speaks or signs with inflection or expres- sion indicating interrogative. 	L					-			
 Combines any two words with a rising inflec- tion as question - "No milk?" "See baby?" 									
3. Uses "can," "will," "is" to form reverse question patterns, may be incomplete in form	1_						•		
4. Uses "do" to form reverse order question patterns - "Do I?" "Do you?"	<u> </u>				_				
5. Ask tag questions with a noun-verb pattern - "I did it, didn't I?" "It's mine, isn't it?	L	_							
6. Asks "What" questions - "What's that?"									
 Asks "What" questions with noun-verb pattern "What you do? "What he eating?" 									
"What you do? "What he eating?" 8. Asks "Where" questions, often omitting verb: "Where dog?" "Where Dad?"									·
9. Asks "Why" questions may be with irregular verb phrase order - "Why not he eat?"									
10. Asks three-word question using rising inflection - "Mommy hurt foot?" "Daddy go?"	1_								
11. Asks three-word question using reversed subject-verb: "See my dog?" "Go home now?"	1								
12. Asks "When" questions, order may be irregular									
13. Asks "How" questions, order may be irregular									·
					L				
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LANGUAGE <u>DEVELOPMENT</u>

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LANGUAGE SKILL AREA: SYNTAX DEVELOPMENT CLUSTER: Noun Phrase & Pronoun	sistance	Te	00	rfor curs	. Wh	en	es,	þ	
Terminal Objective(s): -40. Student uses adjectives and possessive pronouns with nouns. 41. Student uses regular plurals of familiar nouns. 42. Student uses singular and plural 1st, 2nd, and 3rd person personal pronouns as subjects and objects. Facilitating Skills:	ance without as	Motivational/Social		Instructions, in Directions		l	Mechanical Aids (Physical)	Performance Not Observed	COMMENTS:
1. Refers to self by own first name.									
2. Refers to self by pronoun "I" or "me".									
 Uses demonstrative adjectives "that" or "this" "those" to elaborate a noun, 									
4. Uses articles - a, an, the.									
Uses quantitative adjectives - one, more, all another, other.									
6. Uses pronouns "I" "you" and "me" as agents or subjects.									
7. Uses pronouns "me" and "you" as objects.									
8. Refers to others as "you."									
Uses descriptive adjectives relating to size, "big" "little."									
10. Uses quantitative adjectives "one" & "two."									
11. Refers to objects or toys as "it" or "s/he."									
12. Uses singular 3rd person pronouns as sub- iects.									
13. Uses singular 3rd person pronouns as objects									
14. Gives own full name.									
15. Uses possessive pronouns as adjectives - "my" "you" "his" "her".									
16. Uses descriptive adjectives of color.									
17. Uses regular plurals - boy/s; spoon/s.									
18. Uses first person plural pronoun "we" as									
19. Uses "they" as subject".									
20. Uses "them" as plural object.									
21. Uses "us" as object.									
22. Uses plurals in which root noun changes form leaf/leaves; knife/knives. (Oral)								П	
(Ordr.	_	`	_		<u> </u>			ш	



LANGUAGE SKILL AREA: SYNTAY DEVELOPMENT CLUSTER: Prepositional Phrases Terminal Objective(s): 43. Student uses prepositions to express the location of a visible object in answer to the question, "Where is the?" * Facilitating Skills:	₩.	Motivational/Social Hotervention	Oc iche G	irections, irections	Wh ter g	en vene	Mechanical Aids "	Performance Not Observed	COMMENTS:
	ď	ΣH	ΞΩ	ī	Ĩ	P A	Σ̈́	P	
 Uses "in" to describe location of visible object. 								_	
Uses "on" to describe location of a visible object.									
 Uses "under" to describe location of visible object. 									
 Uses "in" with object to describe location of visible objects. 									·
5. Uses "on" with object to describe location of visible objects.									
6. Uses "behind" to describe location of visible	1								
objects. 7. Uses "next to" or "beside" or "near" to				-	-	<u> </u>			·
describe location of visible objects. 8. Uses "over" to describe location of visible	†-	-	_		\vdash		-	-	
object. 9. Uses "between" to describe location visible	1		-	-			-	\vdash	
object	\vdash		-	-				\vdash	
	╆		-	-	-	 	-	\vdash	
*Oral or signed.	┼	<u> </u>			-	-	-	╀	
	╂	·			-	-		-	
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LANGUAGE DEV	ELO	PMR	TT_						
ANGUAGE SKILL AREA: SYNTAX DEVELOPMENT CLUSTER: Three word sentence patterns	sistance	Τe	0d ache	ccurs er In	rmanc Whe	n	s,	ed	
Terminal Objective(s): 44. Student uses three-word sentence patterns that include a subject and verb. * 45. Student uses conjunctions "and," "but" "or" to link like units, noun to noun, verb to verb, sentence to sentence. * Vacilitating Skills:	Performance without as	Motivational/Social	Intervention Environmental	Instructions, c. Directions		Physical Assistance	Mechanical Aids (Physical)	Performance Not Observed	COMMENTS:
 Uses three word combinations: "I big girl" "Sleep in bed". Uses three word combinations that include a 									
subject and a verb. 3. Uses three word sentences of the pattern	-	\vdash	+	-	-	-	-	Н	
subject-ver-object, "I hit ball." 4. Uses three-word sentences of the pattern subject-verb-location, "Daddy come home."		-	-			\dashv			
5. Uses conjunctions "and" to link two nouns, "ball and bat."	·								
 Uses conjunction "and" to link two verbs, "Come and play". 									
7. Uses "and" to link two pronouns, "you and me									
 Uses "and"to link two nouns in a noun-verb- compound object construction: "I ear bread and jam". 	_		-						
9. Uses three word sentences of the pattern subject-to be verb-predicate adjective, "I am bad" "He is big and mean."									
10. Uses "and" to link two adjectives.									
11. Answers "What" questions in noun-verb pattern									
12. Uses "not" as negative in three or four word sentence, may be irregular order.	L.	_	_	_					
13. Uses three to four word sentences of the pattern subject - verb - preposition - object "I get in the car" "He is in the house."	\vdash	_	+	-	\vdash				
*for Oral or Signed Expression	\vdash	-	+-	-	+			H	
Tot of or preside publication	\vdash	-	+	\vdash	+			Н	
	\vdash		+						
								_	



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LANGUAGE SKILL AREA: SYNTAX DEVELOPMENT CLUSTER: Verb Tense	sistance	Te	0c	rfor curs r In	Wh	en	s,	pa	
Terminal Objective(s): 46. Student uses simple present tense of regular verbs with subject-verb agreement. 47. Student forms past tense of regular verbs and of familiar irregulars (e.g., "went"). 48. Student uses "do" and "can" as auxilaries to form present tenses. Facilitating Skills:	nance without as	Motivational/Social		Instructions, or Directions		Physical Assistance	Mechanical Aids (Physical)	Performance Not Observed	COMMENTS:
1. Names actions.									<i>,</i> ·
 Describes own actions with noun-verb construction as action is being carried out 									
3. Uses modal auxilary "can" with present tens	е								
4. Uses verb form "do" with present tense verb								Ц	
5. Uses verb form "do" as an auxilary to ask questions - "Do I come?"		<u> </u>		<u> </u>	<u> </u>				
6. Uses "must" as an auxilary to form present tense with verb - "I must go."		_							
7. Uses "is" with -ing forms of familiar verbs to form progressive, "He is going."		$oldsymbol{ol}}}}}}}}}}}}}}}}}$	\perp						
 Uses present tense of most familiar verbs without "-s" inflection in 3rd pers"he ru 		\downarrow		ļ	_				
9. Uses verb "to be" in third person singular "He is." "That is red."		_		ļ	_		_		
"He is." "That is red." 10. Uses verb "to be" in first person singular "I am bad."	1	\perp							
11. Uses verb form "am" as an auxilary to form present progressive - "I am going."	4_	\perp	_			_		_	
12. Uses past tense of familiar verbs which are often the irreg. verbs - went, ate, come, w		_	_	igspace	↓_			_	
13. Uses "-ed" to form past tense of regular verbs, e.g., "played."	_	1	\perp	-		_	_	ļ.	
14. Uses verb form "have" with the past form of familiar verbs, not always with correct for	m	<u> </u>	_	 	1		<u> </u>	 	
of main verb, e.g., "I have eaten," "I have goed."	_	-	+	-	igapha		_	-	
15. Uses "-s" inflection in the third person singular present form of familiar verbs, "ru	n''	 	\bot	-	1		-	-	
16. Uses present forms of the verb "to be" - "He is," "You are," "I am."		_	+	_	\perp	-	<u> </u>	-	
17. Uses "have" with past form of familiar verb		igapha		-	igapha	-	-	-	
18. Uses "gonna," "gotta", "have to" as auxilar forms with infinitive meaning - "I'm going	У	-	\bot	_	igapha	-	├-	+	<u> </u>
to go."	_	+	+-	+	+	-	-	+	
*These objectives are most appropriate for Oral expression.	+	+	-	+	+	-	-	\vdash	ļ
Olul sur						_			l



LANGUAGE DEV	FLO	PMEN.	<u>r </u>						
ANGUAGE SKILL AREA: SYNTAX DEVELOPMENT	tance			rfor					
LUSTER: Verb Voice	sist	Tea	ache	r In	iter		s,	Pa	
Terminal Objective(s):	as	—	(ivin	g			Observed	
49. Student uses "not" in a noun-verb construction to negate the stated action.	without	اSocial) ا	1		n uc		Aids	Not Obs	
50. Student uses adjective forms with the "to be" verbs or with "got" to express the passive idea - "is broken "got hurt".	Performance	Motivational Intervention	Environmental Structure	ructions ctions	ruction	ical stance	Mechanical Aid (Physical)	ormance	COMMENTS:
acilitating Skills:	Perf	Moti Inte	Envi Stru	Inst Dire	Inst Demc	Phys Assi	Mech (Phy	Perf	
1. Uses "no" as a negative quantifier in a noun phrase, e.g., "No milk"									
 Uses "no" in a noun-verb construction to negate the stated action, "I no go". 									
3. Uses negative modal forms "can't" and "don't to negate action of main verb. "I can't go".4. Uses "not" in a noun-verb construction to									
negate the stated action of the main verb									
may be with no auxilary verb, e.g., "He not ate," "I not going."									·
 Uses "all" with adjective or past participle to express a passive concept, "all gone", 	 								
all finished.									
 Uses "is" with adjective or past participle to express a passive concept, "Dog is hurt." 									
 Uses "got" with adjective to express a pas- sive concept, "got sick," "got broken." 		<u> </u>							
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LANGUAGE DEV	FLOP	MEN	<u> </u>						
LANGUAGE SKILL AREA: CONCEPT FORMATION	s istance			rfor					
CLUSTER: Same-different	ist	то		curs r In				-,	
CLOSTER. June different	S.	16		ivin		vene	Ι,	rved	
Terminal Objective(s):	ut a	al						Obser	
51. Student puts together items that go together because of shared attribute	without	Soci					s	ot 0	
e.g., matches by color, size, shape,	wi	S/1	-	,	I u		Λid	No	. •
category.	ce	onal	i ii	ons	ons	a		ıce	COMMENTS:
-	man	vatic	ure	ct1	cti	al anc	ica	ormanc	
	for	iva	iro	tru	tru	sic	han xsi	rfor	
Facilitating Skills:	Performance	Motiv	Environmental Structure	Ins	Instructional Demonstration	Physical Assistance	Mechanical (Physical)	Per	
1. Matches identical objects.									
2. Matches objects according to color with no			T						
distracting attribute 3. Matches colored pictures of objects with	<u> </u>	+	+-		+-			\vdash	
identical pictures.	<u>L</u>								<u></u>
 Matches circle and square to forms in form board. 		1							
5. Matches objects with pictures of those			+-					T	
objects.	\vdash	⊢	+-		+-	—	-	-	
6. Matches objects according to size.	<u> </u>	<u> </u>	_		_	ļ			
7. Matches objects according to geometric shape									
8. Matches objects according to function.									
9. Points to big one, little one.									
 Groups objects according to category, e.g., animals, clothing, furniture, food. 	ldl_{-}						_	_	
11. Groups objects according to texture.		}						1	
12. Constructs a block design by matching blocks to a design on paper.									
13. Constructs a block design given a model of the design.									
14. Groups objects according to one attribute									F 1
with one distracting attribute 15. Groups objects according to one attribute			1	1-	1	-		十	
with two distracting attributes (e.g., match	ـــ	 	 -		╄	<u> </u>	<u> </u>	-	
for size ignoring color and shape).									
16. Group objects according to one attribute the	Γ						Γ	Π	
regroups according to another attribute. 17. Complete analogies based on function or	 	\vdash	+-	 	+	+	┢	+-	<u> </u>
category, such as: table is to chair as	<u> </u>	<u> </u>		 	4_	<u> </u>		1	
workbench is to stool.									1
18. Pairs opposites - complete pairs of "high- LOW:" "big - LITTLE."					Γ				
19. Completes opposite analogies - girl is to					T				
man as woman is to (BOY).	 		+	+-	+	 	╁	+	}
				_					
					_				



LANGUAGE DEV	עישם	LIMICIN	1						
LANGUAGE SKILL AREA: CONCEPT FORMATION	ance			erfo					
CLUSTER: Quantity, Part-Whole.	sist	Te		ccurs er In			s,	pa	
Terminal Objective(s): 52. Student distributes objects in containers in a 1-to-1 correspondence. 53. 'tudent counts three objects. * 54. Student puts together 12 piece puzzle. 55. Student matches pictures of same object taken from different perspectives. Facilitating Skills:	ithout as	Motivational/Social Intervention		Instructions, h		Physical Assistance	Mechanical Aids (Physical)	Performance Not Observed	COMMENTS:
1. Responds to "Give me one" by giving correctly									
 Understands "some," "all," "more," "another" and responds appropriately to request to 									·
"Give me"		Γ^{-}							
 Given set of items, distributes them one each into several containers when instructed 									
to do so.									
4. Counts to three by rote. *									
5. Counts three objects in response to "How many are there?" or similar questions. * 6. Puts together a one-piece puzzle form board									
6. Puts together a one-piece puzzle form board.7. Puts together a puzzle with six large pieces		-	_	-					
that fit into six separate slots. 8. Puts together a three-piece puzzle of large	_		-			<u></u>			
dimensions and interlocking pieces. 9. Puts together pieces of a cut up picture to	_	-	-						
match model of original picture. 10. Puts together the pieces of a cut-up shape		-	-				_		·
to match model (2 to 4 pieces).			-						
of it. *			_						
12. Identifies an object from seeing a picture of it. *									
13. Puts together a 12-piece puzzle.				<u> </u>				_	
14. Matches pictures of same object which are taken from different perspectives.									
*Student may use speech or sign.									
	,					\sqcap			
				<u> </u>	-				



LANGUAGE DEVE	_	- 14uly I					-1-	
LANGUAGE SKILL AREA: CONCEPT FORMATION	istance	ł	Occi	form	When	ı		7
CLUSTER: Sequencing	ssi	Tead	che r Gir			nes,	,	, ve
Terminal Objective(s): 56. Student sequences set of objects alcording to graduated size. 57. Student sequences set of four pictures according to time of occurence of pictured action. Facilitating Skills:	without as	Motivational/Social Intervention	Environmental Structure Instructions,	Directions in Instructional	Demonstration Physical	Assistance Mechanical Aids	hysical mids	Performance Not Observed OD Statement
1. Orders a collection of objects according to	+		+	\dashv	+	+	+	
size. 2. Orders a collection of objects according to			+	\dashv	1	+	+	1
height. 3. Matches sequences of beads or blocks with a model constructed for the same objects.						丁	丁	
 Matches a simple sequence of objects with pictures of the objects. 				\Box	I	1	1	
Creates a match to a pictured sequence out of real objects.			Ц	1		1		<u> </u>
 Orders pictures of objects in the sequence in which they must be put together - clothin 	<u></u>	-		_	1	1	4	
for example in the order in which it must be put on, underwear first, overcoat last.	1	1		_	4	4	4	
7. Chooses picture of "which comes next?" in a sequence which is familiar - picture of child		1	-	_	4	+	\dashv	
putting on socks, choice of pictures of shoe and hat.	1	+	1 - 1		4	+	+	-
	+	+	-		H	+	+	
	+	+-	H		+	+	-	—
· · · · · · · · · · · · · · · · · · ·	+	+-	+-	4	+	+	\dashv	
	+	+	+	<u> </u>	+	+	\dashv	-
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NEXT STEP CHARTS: CROSS-CLUSTER AND LANGUAGE OBJECTIVES

Using the Cross Cluster Chart

This chart attempts to group skills across six areas in clusters of skills that are typically displayed at about the same time in the developmental process. Within each of the six areas the skills are listed in approximate developmental sequence - making it possible to select next-step objectives for an area by reading down a column.

Following a row horizontally across the chart provides a view of skills in related areas that often are attained at about the same time. Thus the evaluator can select objectives in each of the six areas which will be complementary elements in an integrated, well rounded program.

The entries in the chart are broadly stated and usually represent clusters of skills within the performance statements section. It may be necessary to then refer to the Performance Statements for the finer breakdown when planning specific objectives.

Using the Language Objectives Chart

This form can be used for recording and analyzing language objectives. The objective which is selected for the student is written in the large space provided on the left hand side of the sheet. The objective itself is a statement of what the student should do, consisting of a verb and an object which describe the skill and any conditions of performance the teacher may wish to include.

The teacher then considers the skill to be taught and decides what process(es) may be involved:

Reception: Skill which will be dependent on teacher output and may not involve a transmission of information as response but an action performed by student Expression: Skill which will require a transmission of information by the student

<u>Association</u>: Skill which will require the student to translate or interpret information s/he receives before a response can be correctly made.

Or a combination of any two or all three processes.

Next the teacher decides the following:

1) What type of input is most appropriate to the objective and efficient for this student:

Visual cue: such as a gesture, a picture, a motor model of the

skill, written directions, etc.

Auditory cue: verbal directions, sounds, music, sound or speech

model of oral skill, etc.



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<u>Tactile</u> cue: feeling motion, e.g. throat vibrating; experiencing sequence and action while being led through motions of skill, sign communicated tactually, etc.

Or a combination of any two or all three processes.

2) What type of output is most appropriate to the objective and efficient for the student:

Action: Student carries through a command ("Point to", "run", "do this") to demonstrate his/her understanding of task (receptive process).

<u>Oral</u>: Student uses sound, words, sentences to communicate response.

<u>Graphic</u>: Student uses a form of written symbols, letters, words to communicate response

Manual: Student uses gesture, sign, expression to communicate response.

The space at the right hand side of the page has been left for general use, either for comments, recordkeeping or additional information.

The information recorded can be used for planning teaching procedures, evaluating needs, or breaking down skills into the components which guide in the selection of appropriate teaching materials/activities to support the acquisition of that skill.



Cross Cluster Chart see next page



CONCEPTUAL/COCNITIVE		cooperates in games	anticipates results by inter- prating cues acts with purpose, intention sees others as agent, uses others to perform favors	looks at pictures in book	minics adult behavior in inaginative play identifies function of object through inlative/imaginative use of object categorizes (food, animals, clothes) calls for adult intervention, aid	places square and circle in formboard	matches two primary colors understands concept of "one", "one more" puts togather 3 piece pag by matches like objects pictures
RECEPTIVE BEHAVIOR	Responds to affect in voice voice elicits smile distinguishes different speech sounds	responds to own name recognizes person as "Daddy" "Saddy"	Understands "No" responds to verbal recognizes names of common objects	understands "come here" understands reames of toys, familier people, clothes	follows simple commands Involving action (pick that up) responds to "Show me" by point to object identifies body parts understands verbs	responds to directions involving going to next room (nemory) follows two step command involving one object identifies body parts, picture	follows commands using "in", "on" follows commands using prisonal pronouns (give it to him) follows three step command involving one correspit (abject recognites sinces and prictures there of follows conditional one correspit (abject recognites sinces and prictures there of follows conditional command (if i , , , , , ,)
EXPRESSIVE BEHAVIOR	differential cry vovel state aunds (e, a, w) vovel state aunds (e, a, w) CV babbling (ia, ie, ba, be) babbles with expression repatitive babbling vocalizes in response	nces ferent ferent celizàng	first recognizable word forms will repeat sound if teacher immediately prompts it uses intonation in vocalizatior uses sentence-like sound strings plays pat-a-cake plays peek-a-boo	uses sounds to produce action uses own sounds, names uses some gesture language uses gestures for "yes", "no"	first conventional words 3 word vocabulary points at desired objects uses question inflection says "ro", "hir," bye-bya" jabbers axpressively uses gestures to make wants known	give one word answer to question to question 20 words vocabularry gestures and vocalizes to explain, describe asks "What that" single word in role of namer agent, object)	automatic use of please, thank you two word patterns agent-action, noun-noun yes/no answer to questions arefer to self by name uses 1, ms, you vocabulary of 300 words
PERCEPTUAL MOTOR	looks at objects listen to sounds localitas sounds recognize familiar persons	visual tracking eye-hand coordina- tion in reaching smites at mirror image orients to sounds orients to sounds looking coordinated with body movement itstening coordinated with babbling looks for fallen object listens selectively	relates sound to existence of object looks at picture up to one minute	mitales mouth open, clapping, binck stack, brongue out, limb motions imitales simple sound sequences imitales rhythm patterns imitales now "speech sounds (citck, buzz)	, points to body parts named	noves body in space with some confidence	imitates complex movement imitates familiar two word sentences imitates environmental sounds
ARTICULATION				0.0			(m-) (t-) (r-) (-n) (b-) (b-) (b-) (b-) (b-) (b-) (b-) (b-
•	Speech open mouth move tornge suck swallow	eat Cookle	simultaneously performs two different actions with hands	chews well	swallows most swallows most foods moves lips, postuc, paiste easity feeds self with spoon	chaws tough meat	
MOTOR	Gross Fine Lurns grasp head touch reach	raise arms reach sit up crawl puils up	simultaneously parforms two different action creeps with hands		walks alone	walks body side to side, back and forward	runs puts on simple garmet turns pages in book kicks lat ball



	-a) (a-) (-s) (f-) -f) (-p) (-t) (d-) -k) (u) (-ch)	-m) (s-) (-s) (f-) repeats up to two digits, -f) (-p) (-t) (d-) words (memory) -k) (u) (-ch)		understands pronouns understands "s", "soms", "plurals" in commends understands "under", "behind, " "in beck e" in commends	selects pictures depicting settion understands part/whole "relationships [relin"] the rest" matches objects by size
puts on socks and shose	ericulates all vowels and most consonants (-rg) (sh-) (-d) (-g) (-g) (-th)	gross sound discrimination, hears sounds can pick out object that made sound (rattle, bell, drum, atc.)	refers to self by pronoun pronoun pronoun pronoun pronoun uses "in" "under" correctly responds to "do you want one? some!" vocablary of 44s words uses adjectives uses adjectives uses "to be" in third person singuler uses pronouns as subjects gives full name	identifies function of objects by pointing to picture ("What do you cook with?") follows commands using adverbs ("Run fast") understands "beside"	names one color understands big/little hard/solt discriminates orange and purple
1801 - 40121-1-2118	(z-) (-sh) (j-) (þr-)	repeats 7 syllables or 4 word sentences repeats up to 3 digits	uses negatives answers "whal" question with noun answers "whal" question with verb answers "when" question answers "!" question person pronouns, verb "to be" as auxilary answers question about dbjckt, Aunction		understands abstracts of a simple nature, such as color
geing up steps stands on one foot nementarily	(st-) (sp-) (ju-)	repeats as wond sentences with contractions, prepo- sitional phrases brego- sitional phrases hegins to establish bandedness imitates to establish bandedness imitates baween high, low, and medium tones builds a tower of 10 blocks	vocabulary of 900 words asks. "When!" questions uses adverbs uses pronouns as objects counts to three tells own gender answers questions using object characteristic as clue ("What says Moow!")	understands "penny" understands next to, over follows three step command	understands rough/smooth beginning understanding of temporal relationships understands later, tomerrow, past, present, today, yester- day, all week discriminates green, yellow recognizes and matches primery colors
	(-z) (-l) (th-) (-th) (-v)	imitates entence with adverb or beginning with phrase	uses future tense uses compaund sentences vocabulary of 1,222 words		completes 3 piace formboard that is rotated answers simple logic questions by picture identification (What do you do when you're cold)
POET DANK E POET	(i-) (ch-) (v-)		asks "Where" questions identifies "red" uses some irregular plurals uses dependent clauses asks "How" questions identifies quantities of two and three	listens to story, points to pictures to answer questions about story	counts to 3 by rote completes 15-piece peg toy reproduces block design from model sort and match objects by function
scribbles with pen	articulates all consonants	draws man with some detail auditory not 85. seconds for nonsesse sylable beginning to distringuish left/right in space left/right in space limitates drawing of triangle	vocabulary of 1,540 words forthulary of 1,540 words fehilities and uses number concepts of 5,6,2,10 uses possessive pronouns (somerrew, afternoon) uses past tense uses relative terms (big, little) uses negative terms (big, little)		colors colors understands "made of", 1.e., table made of wood completes opposite analogies counts to 10 sequences up to 4 pictures

LANGUAGE OBJECTIVES CHART

				 						
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EDUCATIONAL EVALUATION AND PLANNING PACKAGE

REVISION SUGGESTIONS

А.	Suggestions: General Numbering Style Type Style Suggestions: Conceptual Organization Suggested Revisions for Performance Statements: 1). Addition - write statement as it should appear and indicate by number its correct positioning in text
A. B. ntent A.	Numbering Style Type Style Suggestions: Conceptual Organization Suggested Revisions for Performance Statements: 1). Addition - write statement as it should appear and
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Α.	Suggestions: Conceptual Organization Suggested Revisions for Performance Statements: 1). Addition - write statement as it should appear and
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	1). Addition - write statement as it should appear and indicate by number its correct positioning in text
	indicate by number its correct positioning in text
	, was to do to to to to to to to to to to to to to
	2). Deletion - identify by number and indicate rationale for deletion
С.	Suggested Chart Revisions (indicate which chart)
n	Suggested Powinier(a) in The Control of the Control
υ.	Suggested Revision(s) in Instructions for use of EEPP (cite page number, wording to be deleted
• .	
nding	and Publication Suggestions
her	
	D.

Revision suggestions should be sent to:

Ms Lee E. Vorderer Mass Center 10 Hall Avenue Medford, MA 02155



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